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ABSTRACT

This analysis of remuneration in the teaching profession in England indicates that the salaries of teachers with some years' experience are very low compared with professions needing somewhat lower academic qualifications. The career prospects for non-graduate teachers are also extremely poor. The salaries of staff in colleges of education are much lower than those of comparable groups in the public and private sectors, such as civil service or local authority positions, and banking, accountancy, sales, and personnel. Tables showing teachers' salary scales and comparisons with other professions are include. Results show that teaching posssses most of the attributes of a career attractive to both boys and girls, but the poor salary image is an important reason for only 10 percent of the boys thinking of entering teaching, as opposed to 51 percent of the girls. Case studies of men aged 25-35 indicate that salary considerations and limited career prospects are an important cause of wastage from the profession. Both non-graduate and graduate groups feel that no recognition is given to skill and devotion, in contrast to academic qualifications, and they believe that promotion involves taking administrative posts. Other major causes of dissatisfaction are unsatisfactory conditions within the schools, including narrow or irrelevant curriculum, petty restrictions, excessive power of principals, and lack of support with disciplinary problems. (MBM)

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THE REMUNERATION OF YOUNG TEACHERS AND OF STAFF IN COLLEGES AND DEPARTMENTS OF EDUCATION AND THE EFFECT ON RECRUITMENT AND WASTAGE FROM THE PROFESSION

- PREPARED FOR THE ASSOCIATION OF
TEACHERS IN COLLEGES AND DEPARTMENTS OF EDUCATION

October, 1970

THE ECONOMIST INTELLIGENCE UNIT LIMITED,
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THE REMUNERATION OF YOUNG TEACHERS AND OF STAFF IN COLLEGES AND DEPARTMENTS OF EDUCATION AND THE EFFECT ON RECRUITMENT AND WASTAGE FROM THE PROFESSION

CONTENTS

Page

PART A. STATISTICAL ANALYSIS OF THE REMUNERATION OF TEACHERS IN SCHOOLS AND HIGHER EDUCATION COMPARED WITH REMUNERATION IN OTHER PROFESSIONS 1

INTRODUCTION 1
Note on Use of Medians and Quartiles 2

CHAPTER 1. SALARY PROSPECTS FOR LECTURERS IN COLLEGES OF EDUCATION AND FOR YOUNG NON-GRADUATE TEACHERS 3
Salary Prospects of Graduate and Non-Graduate Teachers in Schools 3
Salaries of Staff in Colleges and Institutes of Education 14

CHAPTER 2. COMPARISON OF REMUNERATION OF STAFF IN COLLEGES OF EDUCATION AND OF YOUNGER TEACHERS WITH REMUNERATION ELSEWHERE 17
Comparison of Salaries of Teachers and Lecturers with Professions in the Public Service 17
Comparison of Salaries of Teachers and Lecturers with Professions in the Private Sector 26
Summary of Remuneration of Young College of Education Trained Teachers Compared with Remuneration in Other Professions 40
Remuneration of Staff in Colleges of Education Compared with Remunerations in Other Professions 40

CHAPTER 3. FRINGE BENEFITS FOR TEACHERS AND LECTURERS COMPARED WITH OTHER PROFESSIONS 43
Comparison of Pension Schemes in Teaching and Elsewhere 43
Fringe Benefits of Monetary Value (Excluding Pension Schemes) 44
Comparison of Holidays in the Teaching Profession and Elsewhere 47

continued...

CONTENTS (continued)

Page

PART B. RECRUITMENT AND WASTAGE FROM THE PROFESSION

CHAPTER 4. ATTITUDES OF SIXTH FORMERS TO TEACHING AS A PROFESSION 49

Attributes Considered Important by Sixth Formers in Choosing a Career 49
Attitudes Towards Teaching as a Career 53
Conclusions 60

CHAPTER 5. THE WASTAGE OF YOUNG CAREER TEACHERS FROM THE PROFESSION 62

Principal Reasons Why Teachers Were Leaving Teaching 62
Posts Taken by Teachers Leaving the Profession 63
Analysis of the Attitudes of Non-Leavers on Aspects of Teaching Important for Wastage 77
Dissatisfaction with Salary or Salary Prospects 77
Dissatisfaction with the School Situation 79
Conclusions 81

PART C. CONCLUSIONS

CHAPTER 6. CONCLUSIONS. THE REMUNERATION OF YOUNG TEACHERS AND OF STAFF IN COLLEGES OF EDUCATION AND THE EFFECT ON RECRUITMENT AND WASTAGE FROM THE PROFESSION 83

APPENDIX. COVERAGE OF SURVEYS 85

PART A. STATISTICAL ANALYSIS OF THE REMUNERATION OF TEACHERS IN SCHOOLS AND HIGHER EDUCATION COMPARED WITH REMUNERATION IN OTHER PROFESSIONS

INTRODUCTION

The study undertaken by the E. I. U. for the National Association of Schoolmasters[1] indicated that the starting salaries for both non-graduate and graduate teachers compare quite well with salaries in comparable professions: for example, the starting salary at the time for non-graduates compared favourably with the starting salary of executive officers in the civil service and was not far below the starting salaries in the administrative civil service. However, the report concluded that the average salary of both graduate and non-graduate teachers started to lag behind other professions after five years of service and fell well behind after 10 and 15 years.

Below are two charts reproduced from the NAS survey which illustrate these points.

The first compares average salaries of graduate and non-graduate teachers with a salary survey by the Cornmarket Press of graduates on their appointments register and the second uses the same data to show that the proportion of final salary earned by graduate teachers at the start of their career is much higher than for the graduates in the Cornmarket survey.

This study explores in more detail the remuneration of two groups of the teaching profession; staff in colleges of education, who have accordingly reached the heights of their profession and whose remuneration will influence the career image of teaching as a profession; and secondly the remuneration during his or her first ten years of service of the able non-graduate teacher whose salary and promotion prospects will influence applications to college of education.

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[1] "The teacher shortage and the economic status of the schoolmaster". May 1970.

Note on Use of Medians and Quartiles

Throughout the analysis in Part A use is made of the statistical measures of median, lower and upper quartile as well as of arithmetic averages.

The median rate for any position is obtained by arranging the salaries paid for that position in order of magnitude and taking the middle salary in that arrangement. Thus, the median salary is such that as many people receive a salary greater than the median as receive a smaller. If the salaries are symmetrically distributed above/below the median, the median salary will be the same as the arithmetic average.

The upper and lower quartiles are obtained in the same way. The upper quartile is the salary of the individual one quarter of the way down the scale and the lower quartile is that of the individual one quarter of the way up. Thus 25 per cent of the individuals have salaries in each of the following ranges:-

less than the lower quartile,
between the lower quartile and the median,
between the median and the upper quartile,
greater than the upper quartile.

CHAPTER 1. SALARY PROSPECTS FOR LECTURERS IN COLLEGES OF EDUCATION AND FOR YOUNG NON-GRADUATE TEACHERS

Salary Prospects of Graduate and Non-Graduate Teachers in Schools

Three major points relating to salaries emerged from surveys A and B which are discussed in more detail in part B below:

1. Firstly many teachers, both graduate and non-graduate, were frustrated that any real promotion in terms of salary involved acceptance of administrative posts with little or no teaching duties.

2. Secondly, although some of the graduates interviewed were leaving for financial reasons, more of the non-graduate than graduate teachers interviewed for survey B were leaving a profession they enjoyed solely because of salary and salary prospects.

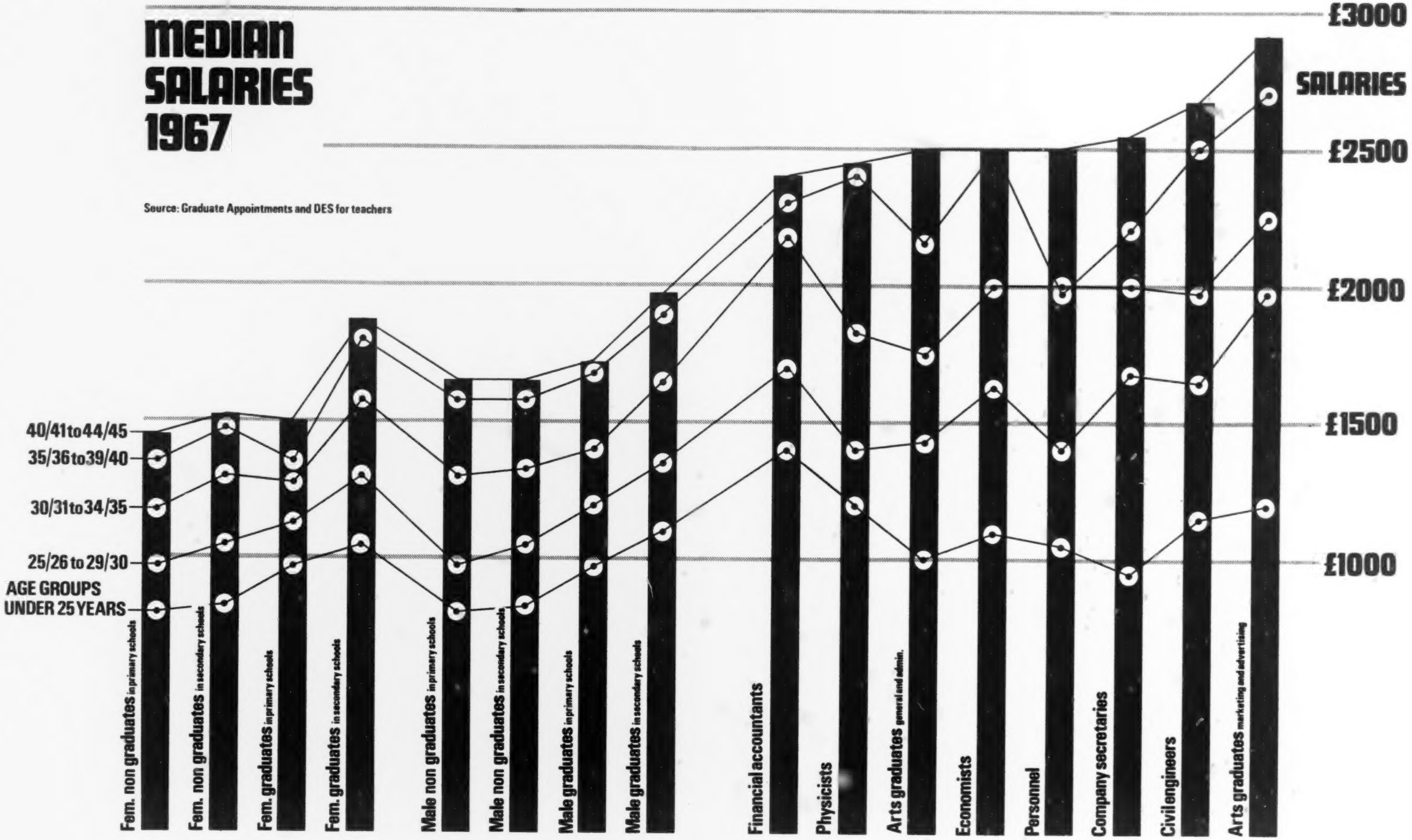
3. Thirdly the sixth formers interviewed for survey A believed that salaries, compared with potential earning power in outside professions, were worse for non-graduate than for graduate teachers.

The analysis below, therefore, shows the basis, if any, for the believes that promotion of both graduates and non-graduates implies leaving teaching for administration and that career prospects for non-graduates in teaching are particularly limited.

The following table gives the basic salary scales for non-graduate and graduate teachers in schools.

MEDIAN SALARIES 1967

Source: Graduate Appointments and DES for teachers



Percentage of MEDIAN SALARY OF 40/41 to 44/45 AGE GROUP earned by different age groups

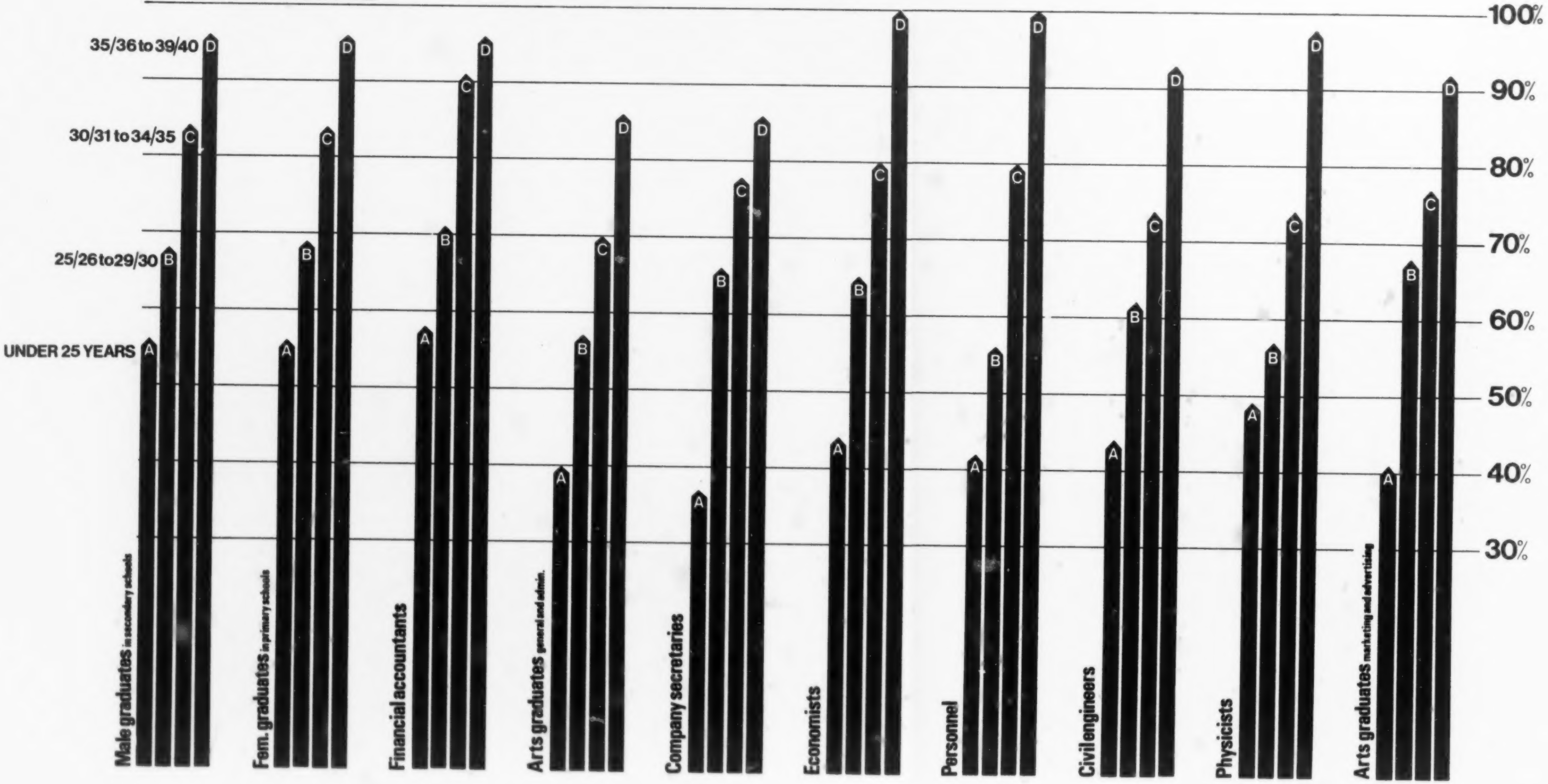


Table 1. Basic Salaries Payable to Qualified Teachers in Schools Maintained by Local Education Authorities from April 1 1970

Incremental Point	Group I Non-Graduates	Group II Graduates (Other Than Good Honours Graduates)	Group III Good Honours Graduates
	£	£	£
0	980	1,085	1,210
1	1,010	1,115	1,240
2	1,040	1,145	1,270
3	1,095	1,200	1,325
4	1,150	1,255	1,380
5	1,205	1,310	1,435
6	1,260	1,365	1,490
7	1,315	1,420	1,545
8	1,370	1,475	1,600
9	1,425	1,530	1,655
10	1,480	1,585	1,710
11	1,540	1,645	1,770
12	1,600	1,705	1,830
13	1,660	1,765	1,890
14	1,720	1,825	1,950

Graduates with a post-graduate Certificate of Education receive an additional £50. The non-graduate teacher on the basic scale will then start at £980. This salary will rise by fourteen very small annual increments (the maximum annual increment is £55 after 4 and 5 years of service and most increments are of only £30) to a maximum salary of £1,720. The general graduate with a one year Certificate of Education will start at £1,135 and will rise on the basic scale to £1,875. The good honours graduate with a Certificate of Education will start on the basic scale at £1,135 and will rise on the basic scale to £1,875. The good honours graduate with a Certificate in Education will start on the basic scale at £1,260 and will rise by the same increments to a maximum of £2,000. All teachers in the London area also receive a cost of living allowance of £85.

In addition to this basic scale certain teachers will receive payments, either for posts of special responsibility, or as heads of departments, headmasters etc. Table 2 shows increments for all posts of responsibility (apart from headmasters) and Table 3 shows the proportion of all teachers holding these posts.

Table 2. Allowances Above Basic
Salary Scales for Posts of Responsibility

Allowances for Deputy Head Teachers

Group[a]	3	4	5	6	7	8	9	10	11	12	13	14
£ per annum	154	288	307	397	509	609	710	811	910	1,015	1,120	1,225

Allowances for Heads of Departments

Grade[a]	A	B	C	D	E
£ per annum	222	334	472	604	742

Additional Payments for Teachers Holding Graded Posts

Scale[a]	I	II	III
£ per annum	132	222	334

a. Groups, grades and scales computed by formulae depending on a number of factors such as age and number of pupils.

Source: Scales of Salaries of Teachers in Primary and Secondary Schools, 1969.

Table 3. Grades of Qualified Full-Time
Teachers in Maintained Schools (men and women), 1967

	Graduates Per Cent	Non Graduates Per Cent
Head teachers		
Secondary Schools	6	1
Primary Schools	2	10
Deputy heads and 2nd masters and mistresses		
Secondary Schools	6	1
Primary Schools	1	6
Heads of departments	31	10
Graded post		
Scale 3	3	-
Scale 2	8	3
Scale 1	15	15
Other Assistants	28	54
Total	100	100

Source: Department of Education and Science.

Actual career prospects of teachers in schools depend upon their chances of obtaining posts of responsibility and the remuneration for these posts. The analysis below shows the prospects for male graduate and non-graduate teachers in primary and secondary schools. It refers to men teachers alone as the proportion of women teachers with posts of responsibility is rather lower and the proportion of women to total graduates differs from the proportion of women to total non-graduates.

Career Prospects in Primary Schools. Over 90 per cent of the teachers in primary schools are non-graduates and promotion prospects for a career teacher are therefore good - for instance 33 per cent of non-graduate male teachers in primary schools in 1967 were headmasters and a further 15 per cent deputy heads. However, not only is promotion slow, so that few teachers with ten or fewer years' experience could expect such a post, but the allowances, even for these senior posts, are small, with the consequent result that salaries of both non-graduates and graduates in primary schools are low.

Table 4. Grade of Men Teachers in Primary Schools, 1967

	Number of Graduates	% of Total Graduates in Primary Schools	Number of Non-Graduates	% of Total Non-Graduates in Primary Schools
Head teacher	1,031	36	11,205	33
Deputy heads and second masters	248	9	5,316	15
Other heads of depts.	95	3	1,165	4
Graded post scale 3	6	1	14	1
Graded post scale 2	20		143	
Graded post scale 1	251	9		12
Other assistants	1,185	42	4,167	35
Total	2,836	100	22,010	100

Table 5. Percentage of Each Grade in Primary Schools held by Male Graduates and Male Non-Graduates, January 1968

	Percentage of Graduates	Percentage of Non-Graduates
Head teacher	8	92
Deputy heads and second masters	5	95
Other Heads of departments	8	92
Graded post Scale 1	6	94
Graded post Scale 2	12	88
Graded post Scale 3[a]	30	70
Other assistants	9	91
Total	8	92

[a] Number of posts at this grade insignificant.

This fact can be seen clearly through an analysis of the headmasters of primary schools. Table 6 below shows the remuneration of headmasters of schools of different sizes; 28 per cent of primary schools in 1967 had 100 pupils or less, 52 per cent 200 pupils or less, 78 per cent 300 pupils or less and 92 per cent 400 pupils or less. The 1967 size structure then suggests that the maximum salary for over one quarter of head teachers in primary schools in 1970 is £2,155. One half are earning £2,266 or less and over three quarters £2,426 or less.

Table 6. Head Teachers' Salaries in Primary Schools[a]

Size of School	Scale Number	Salary Minimum	Salary Maximum	Number of Increments
100 pupils	2	1,995	2,155	4
200 pupils	3	2,076	2,266	5
300 pupils	4	2,184	2,426	5
400 pupils	5	2,319	2,632	5

[a] Excluding special schools for which special rates apply.

Salaries of other graded posts in primary schools are similarly low. Few deputy headmasters or heads of departments in primary schools earn more than a grade 2 allowance of £222. The able young non-graduate with 10 years' experience will then probably only receive £1,612 and the able young graduate, even with a good honours degree and training, only £1,892 (for details of salaries see Table 9).

Table 7. The Numbers and Percentages of Male Graduate and Non-Graduate Teachers at Each Grade in Secondary Schools, January 1968

	Secondary Modern				Grammar Schools				Comprehensive				Others			
	No. of Graduates	% Total Graduates	No. of Non-Graduates	% of Total Non-Graduates	No. of Graduates	% Total Graduates	No. of Non-Graduates	% of Total Non-Graduates	No. of Graduates	% Total Graduates	No. of Non-Graduates	% of Total Non-Graduates	No. of Graduates	% Total Graduates	No. of Non-Graduates	% of Total Non-Graduates
Head Teacher	1,581	22	1,126	3	807	4	9	-	378	7	61	1	315	8	239	3
Deputy Heads and Second Masters	607	8	1,745	6	784	5	21	-	289	5	127	2	195	5	140	2
Other Heads of Departments	1,825	25	8,621	25	7,637	42	1,704	32	2,436	44	2,047	29	1,417	36	1,713	24
Graded Posts:																
Scale 3	25	-	161	-	1,029	6	229	5	220	4	198	3	114	3	156	2
Scale 2	201	3	1,562	5	2,217	12	773	15	438	8	659	9	298	7	672	10
Scale 1	1,202	16	9,530	28	3,068	17	1,323	25	786	14	1,795	26	544	14	1,507	21
Other Assistants	1,976	26	11,099	33	2,567	14	1,243	23	1,010	18	2,179	30	1,103	27	2,675	38
TOTAL STAFF	7,417	100	33,844	100	18,109	100	5,302	100	5,557	100	7,066	100	3,986	100	7,102	100

	Total Secondary			
	No. of Graduates	% Total Graduates	No. of Non-Graduates	% of Total Non-Graduates
Head Teacher	3,081	9	1,435	3
Deputy Heads and Second Masters	1,875	5	2,033	4
Other Heads of Departments	14,314	38	14,085	26
Graded Posts:				
Scale 3	1,388	4	744	1
Scale 2	3,154	9	3,666	7
Scale 1	5,600	16	14,155	27
Other Assistants	6,656	19	17,096	32
TOTAL STAFF	35,068	100	53,214	100

Table 8. Percentage of Graded Posts in Maintained Secondary Schools Held by Graduates and Non-Graduates, 1967
(Male posts only)

	Sec. Modern		Grammar		Comprehensive		Other		Total	
	Grad.	Non-Grad.	Grad.	Non-Grad.	Grad.	Non-Grad.	Grad.	Non-Grad.	Grad.	Non-Grad.
Head Teacher	58	42	100	-	86	14	57	43	68	32
Deputy Heads and 2nd Masters	29	71	97	3	70	30	55	45	48	52
Other Heads of Departments	17	83	82	18	64	36	45	55	49	51
Graded posts:										
Scale 3	13	87	82	18	53	47	42	58	65	35
Scale 2	11	89	74	26	40	60	31	69	46	54
Scale 1	11	89	70	30	30	70	26	74	28	72
Other Assistants	15	85	67	33	32	68	29	71	28	72
Total Staff	18	82	77	23	36	64	36	64	40	60

Table 9. Salaries Payable - Teachers of Different Grades; Number of Years Teaching Experience

	3 yr. Trained Non-Graduate			General Graduate Cert. Ed.			Good Honour Graduate Cert. Ed.		
Years Experience:	5	10	14	5	10	14	5	10	14
Basic Scale	1, 205	1, 480	1, 720	1, 360	1, 635	1, 875	1, 485	1, 760	2, 000
Graded post:									
1	1, 337	1, 612	1, 852	1, 492	1, 767	2, 007	1, 617	1, 892	2, 132
2	1, 427	1, 702	1, 940	1, 582	1, 857	2, 097	1, 707	1, 982	2, 222
3	1, 539	1, 814	2, 054	1, 694	1, 969	2, 431	1, 819	2, 097	2, 334
Head of Department:									
Grade A	1, 427	1, 702	1, 940	1, 582	1, 857	2, 097	1, 707	1, 982	2, 222
Grade B	1, 539	1, 814	2, 054	1, 694	1, 969	2, 431	1, 819	2, 097	2, 334
Grade C	1, 677[a]	1, 952[a]	2, 192[a]	1, 832	2, 107	2, 347	1, 957	2, 232	2, 472
Grade D	b	b	b	1, 964	2, 239	2, 479	2, 089	2, 364	2, 604
Grade E	b	b	b	2, 102[a]	2, 377[a]	2, 635[a]	2, 245[a]	2, 502[a]	2, 742[a]

a. Very few posts at this grade. b. Almost no non-graduates at these grades.

Career Prospects in Secondary Schools. As is indicated in Table 7 the chances of promotion for a non-graduate in a secondary school are relatively limited: 32 per cent of non-graduates as opposed to 19 per cent of graduates held no positions of responsibility at all in 1967 and the only posts of responsibility which tended to be held more by non-graduates than by graduates were scale 1 or scale 2 grade posts which are the two lowest available. This might suggest that such posts are used to reward good non-graduates who are deprived of further promotion.

The proportion of headships of departments held by non-graduates is illusory as many of these posts attract only scale A or B allowances and very few more than scale C. For instance 57 per cent of non-graduates holding headships of departments in 1967 were in secondary modern schools. Over half the secondary modern schools at this time were too small to be able to offer more than a grade A or grade B post and most of the remainder were able to offer only a grade C post.

In contrast almost all grammar schools at this period were able to offer at least a grade C post and about 40 per cent a grade D or grade E post. Over half of the comprehensives were able to offer grade C posts and one quarter grade D or grade E posts. Where non-graduates held headships of departments in comprehensives and grammar schools they were normally in art, music or physical education which were usually graded A, B or C.

The maximum promotion to posts with some teaching responsibilities for a non-graduate is then likely to be a grade B or grade C post paying a maximum in 1970 of £2,054 and £2,192 respectively. For a graduate the maximum is likely to be a grade D post paying £2,479 for a general degree trained teacher and £2,604 for a good honours degree trained teacher. A few graduates might expect promotion to Grade E posts paying £2,617 (made up of £1,825 basic salary + £50 for holders of a Certificate of Education + £742 for allowances for Heads of Department) for a general degree trained teacher and £2,742 (£1,950 + 50 + 742) for a good honours degree trained teacher.

About 9 per cent of graduate men in secondary schools and 3 per cent of non-graduate men were headmasters in 1967 and 5 per cent of graduate men and 4 per cent of non-graduate men were deputy headquarters.

The remuneration paid to heads and deputy-heads in secondary schools depends not only on the size of the school, but also upon the age of the pupils. In the weighting system slightly more weight is given to pupils over 13 (2.0 points as compared with 1.5 points) whilst pupils of 15 attract 4 points, pupils of 16, 6 points, and pupils of 17 or over,10 points. As 79 per cent of non-graduate heads and 86 per cent of non-graduate deputy heads in 1967 were in secondary modern schools which are both smaller and have much fewer sixth form pupils the remuneration for non-graduates at this level is very much lower than for graduates.

Illustrations of the scales of headmasters of different schools are given in Table 10. In all instances the illustrations assume that the age distribution of the children is the average for that type of school in 1967 (secondary modern, grammar and comprehensive). About 25 per cent of secondary modern schools had under 300 pupils, about half 400 or under, and 85 per cent 600 or under. Very few headmasters of secondary modern schools then will be on more than grade 7 posts with a maximum remuneration of £3,088 and the majority will be grade 6 with a maximum salary of £2,860. Almost all headmasters of secondary modern schools will then be earning less than £3,210, almost half £2,860 or less and about one quarter £2,512 or less.

The salaries of headmasters in grammar schools are higher: most grammar schools have between 400 and 800 pupils and their headmasters are likely to be on salary scales 8 to 10 and earning from a minimum of £2,992 to a maximum of £3,793. Comprehensives vary very greatly in size and the salaries of their headmasters will vary from £2,770-£4,021. Very few headmasters in any type of school will be on grades 12-15. In January 1967 possibly some 7 per cent of headmasters in comprehensive schools and about 0.5 per cent of headmasters of grammar schools were on such grades. There is very little possibility, therefore, of earning more than £4,000 even as the headmaster of a larger academic secondary school.

Maximum salary expectations for a graduate headmaster are likely to be £3,210–£4,021 (grades 8–11). Salary prospects for a non-graduate are likely to be £2,860 or £3,088 (grades 6 or 7).

Table 10. Salaries of Headmasters by Grades

	Salary		
Grade	Minimum £	Maximum £	Description of School
5	2,194	2,512	Small secondary modern with 300 pupils.
6	2,542	2,860	Secondary modern with 400 pupils.
7	2,770	3,088	Secondary modern school of 500 pupils. Grammar school of 300 pupils. Comprehensive school of 500 pupils.
8	2,992	3,210	Small comprehensive of 600 pupils. Secondary modern school of 600–800 pupils. Small grammar school of 400–500 pupils.
9	3,252	3,570	Secondary modern school of 900–1,000 pupils or Comprehensive school of 800 pupils, or Grammar school of 600 pupils.
10	3,475	3,793	Secondary modern school 1,000–1,400 pupils. Comprehensive school of 1,000 pupils. Grammar school of 700–900 pupils.
11	3,703	4,021	Comprehensive school of 1,500 pupils.

Table 11. Distribution of Schools by Size, January 1968
(percentages)

	Secondary Modern	Grammar	Comprehensive
Under 200	8	6	12
Under 300	17		
301–400	23	14	
401–600	37	41	23
601–800	13	30	21
801–1,000	2	8	15
1,001–1,500		1	22
1,500+			7
Total	100	100	100

Salaries of Staff in Colleges and Institutes of Education

Lecturers in colleges of education have reached the height of their profession. Their salaries should therefore compare well with salaries of average teachers. Table 13 shows the salary scales for staff in colleges of education.

Table 13. Salaries of Staff in Colleges of Education, 1970

	Minimum	Maximum	Number of Increments	Statutory Per Cent of Teaching Staff	Actual Proportion 1967
Assistant lecturer	1,308	1,520	4	30-45	37
Lecturer	1,690	2,325	12		
Senior lecturer	2,325	2,730	6	35-55	41
Principal lecturer	2,730	3,080	4	10-25	19
Deputy principal	a	a			1
Principal	a				2

a. Dependent upon the size of college.

The career grade for staff in colleges of education is then senior lecturer with a maximum salary of £2,730, whilst many senior lecturers can expect promotion to a principal lecturership with a maximum salary of £3,080. These grades are therefore used in discussing salary prospects in colleges of education compared with those elsewhere. Only a small minority of staff can expect promotion to deputy-principal or principal. Remuneration for these posts will depend upon the size of the college but a deputy principal will earn between £3,000-£4,000 and most principals between £4,000-£5,000.

Staff in institutes of education are paid on the scale for staff in universities. The only grade for which minimum and maximum salaries are specified is the lecturer grade. Individual universities have flexibility in deciding the salaries of senior lecturers, readers and professors. The maximum salary of senior lecturers is however £4,000, the minimum salary for professors is £4,120 and the average salary is £5,100.

A lecturer in an institute of education at the maximum for his grade is, therefore, paid appreciably more than a senior lecturer in a college of education and slightly more than a principal lecturer.

Table 14. Salaries of Staff in Institutes of Education, 1970

	Salary Range	
	Minimum	Maximum
	£	£
Lecturer	1,355	3,105
Senior lecturer	a	4,000
Reader		
Professor	4,120	b

a. No minimum salary specified. b. No maximum salary specified but average salary £5,100.

Although it is to be expected that staff in institutes of education who deal largely with post-graduate work should be paid more than staff in colleges of education, the differential at the more senior levels seems fairly high given the growth of degree work in colleges of education. The chances of a lecturer in an institute of education being promoted to senior lecturer depend upon the university and department; the maximum number of senior positions in universities (senior lecturer, reader, university professor) used to be limited to 35 per cent but in fact probably around 30 per cent are appointed at senior lecturer level. A lecturer in an institute of education, therefore, stands a fairly good chance of eventual promotion to this grade. Senior lecturers receive a salary equivalent to a vice-principal of a college or a principal of a smaller college and a professor will probably be paid rather more than a principal of a large college of education.

The salary of a lecturer in a college of education might also be compared with a lecturer in a technical college taking advanced courses. Table 15 shows the salary scales for staff in colleges, taking courses of study above A level in standard.

Table 15. Salaries of Lecturers in Polytechnics or Similar Institutions 1970

	Salary	
	Minimum	Maximum
Lecturer Grade II	1,947	2,537
Senior lecturer	2,537	2,872
Principal lecturer	2,802	3,142

The maximum salary for lecturers grade II is almost £200 above that of the maximum for a lecturer in a college of education and the maximum for both senior lecturer and principal lecturer is similarly rather higher. On the other hand a rather higher proportion of appointments at colleges of education are at senior or principal lecturer level.

CHAPTER 2. COMPARISON OF REMUNERATION OF STAFF IN COLLEGES OF EDUCATION AND OF YOUNGER TEACHERS WITH REMUNERATION ELSEWHERE

Comparisons are notoriously difficult but there are two valid types: firstly comparisons can be made between professions with similar entrance requirements and secondly comparisons can be made on the grounds of the nature and responsibilities of the job. For the purposes of the analysis below the first approach is used in comparing career prospects in teaching and in the civil service and local government whilst the comparison in private industry also makes some use of the nature and responsibility of the posts.

Comparison of Salaries of Teachers and Lecturers with Professions in the Public Service

The following table shows the salary scales and prospects in certain posts of the civil service and local government. The salary prospects in the executive class of the civil service are compared with the prospects for a young non-graduate teacher. It should be remembered, however, that most executive officers will have entered the civil service with two A levels but without further training after 18 and that accordingly the qualifications of a non-graduate college of education trained teacher are higher than those of an executive officer.

As a number of graduates were leaving the profession to join the Inland Revenue the prospects of a young graduate teacher are compared with the prospects in the Inspectorate of the Inland Revenue, the minimum qualifications for which are an honours degree. A comparison is also made with the salaries of colleges of education lecturers and more senior posts in the inspectorate.

The salaries of college of education lecturers are compared with the salaries of the administrative grade of the civil service and professional posts in educational administration. The administrative grade of the civil service is an extremely small class and aims to compete with universities in attracting the best quality recruits. Entrance to it is confined to good honours graduates and is on the basis of a highly competitive examination. For professional posts in educational administration, local education authorities, like colleges of education, usually recruit from highly qualified teachers.

In the public service, as in the teaching profession, there are few fringe benefits. The pension scheme for the civil service is however non-contributory and accordingly in Table 16 gross salaries of civil service posts are adjusted by 4.1 per cent to allow for the net cost, after tax relief, of the teachers' 6 per cent contributory pension scheme. The original salaries are included in brackets. As pensions in local government are contributory no adjustment is made in the case of educational administrators.

It is clear that the basic salaries of young teachers with 10 years' teaching experience fall well below what they could have expected to have earned in the civil service and that their prospects of further promotion are very much more limited. The salaries and career prospects of staff in colleges of education also compare unfavourably with what they might have expected elsewhere in the public service.

Table 16. Salaries of Selected Grades in the Civil Service

	Scale A		Scale B		Proportion of Class
	Minimum	Maximum	Minimum	Maximum	
Administrative Class					
Administrative trainees)	1,235	1,920	(1,180)	(1,846)	12
promotion 2-4 years)	2,070	2,485	(1,987)	(2,397)	
Principal	2,935	4,062	(2,820)	(3,902)	49
Assistant Secretary	4,340	5,545	(4,170)	(5,325)	35
Deputy Secretary and above[a]					4
					100
Executive Class					
Executive Officer	771	1,934	(741)	(1,835)	63
Higher Executive Officer) Staff Officer)	2,089	2,521	(1,982)	(2,392)	24
Senior Executive Officer) Senior Staff Officer)	2,665	3,267	(2,529)	(3,099)	9
Chief Executive Officer	3,392	4,032	(3,258)	(3,873)	3
Senior Chief E. O. and above[a]					1
					100
Inland Revenue					
Inspector of Taxes	1,213	2,512	(1,151)	(2,392)	63
Inspector Higher Grade	2,655	3,550	(2,529)	(3,394)	22
Senior Inspector	3,432	4,295	(3,142)	(4,075)	12
Principal Inspector of Taxes and above[a]					3
					100

Scale A: Salaries adjusted to take account of the non-contributory pension scheme.
Scale B: Unadjusted salaries.
a. Pay scales range widely.

Career Prospects of College of Education Trained Teacher Compared with Prospects in the Executive Class of the Civil Service. As is indicated in Table 17 the salaries of teachers of five and 10 years' experience are lower than the comparable basic scale in executive grades of the civil service.

Table 17. Comparision of Salaries of Teachers with the Executive Class of the Civil Service, 1970

	Non-Graduate Teacher	Executive Class		
		Age	£	£
0 years' experience basic scale	980	21	980	(940)
5 years' experience basic scale	1,205	26	1,365	(1,311)
5 years' experience grade 1 post	1,337			
10 years' experience basic scale	1,480	31	1,652	(1,578)
10 years' experience grade 1 post	1,612	or higher executive officer 1 increment	2,115	(2,032)

The possibilities of promotion are also much better in the executive class of the civil service: 37 per cent of the executive grades are at higher executive officer or above, and the chances of promotion for a person initially appointed as executive officer are better than indicated by this figure as part of recruitment to the executive officer grade is drawn from promotion from lower ranks of the civil service. In contrast only about 16 per cent of non-graduate teachers are at ranks (headmasterships, headships of department) which could be compared with that of a higher executive officer. (See Table 18).

Promotion to higher executive officer for those recruited to the executive officer grade could be expected at around 28-30 years of age. At around 31 years such an appointee would then be earning slightly over £2,000. In contrast a teacher of 10 years' experience is unlikely to have more than a grade 1 allowance and therefore to be earning more than £1,612.

A number of non-graduate teachers were concerned about the long-term promotion prospects in teaching; about 13 per cent of the executive officer grades are at senior executive officer grade (£2,529-£3,099) or above.

Only headteachers at grade 6 or above, some 1 per cent of all non-graduates, could expect to earn salaries comparable to even the lower end of this scale.

Table 18. Comparison of Salary and Promotion Prospects of a Non-Graduate Teacher and the Executive Class of the Civil Service

	Executive Class Salary Range (£)	Teacher Salary Range (£)	Percentage of Total
Executive Officer	980-1,934		63
	(940-1,835)		84
Non-graduate teacher			
On basic scale		980-1,720	54
Graded post			
Scale 1		1,112-1,852	15
Scale 2		1,202-1,942	3
Scale 3		1,314-2,054	
Head of Department			
Grade A		1,202-1,942	(6[e]
Grade B		1,314-2,054	(
Deputy head			
Scale 3		1,134-1,874	(
Scale 4		1,268-2,008	(8[e]
Scale 5		1,287-2,027	(

continued...

Table 18 (continued)

	Executive Class Salary Range (£)	Teacher Salary Range (£)	Percentage of Total
Higher Executive Officer	2,089-2,521 (1,982-2,392)		24
Non-graduate Teacher			
Head teacher			
Grade 2		1,995-2,155	(
Grade 3		2,076-2,226	(9^{e}
Grade 4		2,184-2,426	(
Grade 5		2,319-2,632	(
Head of Department			
Grade C		1,452-2,192	4
Deputy Head			
Scale 6		1,377-2,127	(2
Scale 7		1,489-2,229	(
Senior Executive Officer	2,665-3,267 (2,529-3,099)		9
Non-graduate Teacher			1
Head teacher Grade 7 and above		2,770-3,088	1
Higher positions in Executive grade		n.a.	4
Higher Positions for non-graduate teacher in school			-

e. estimate

It is worth remarking that only 22 per cent of lecturers in colleges of education (principal lecturers and above) are on salary scales rising to over £3,000.

Inland Revenue. Several of the graduate teachers interviewed for survey B were entering the Inland Revenue. The salary scale of the lowest grade of the Inspectorate, Inspector of taxes, rises to rather above the maximum which a good honours graduate could expect at the top of his scale as a grade C head of department. About 3 per cent of the Inspectorate is at the rank of principal inspector or above. As the Inspectorate is also partly filled by promotion from tax revenue officers most graduates appointed should expect promotion to an inspector higher grade after 5-6 years (at 28-30). The salary range at the top of this grade exceeds any salary

Table 19. Comparison of Salary and Salary Prospects of Education Lecturers and Graduate Teachers with the Inspectorate Grade of the Inland Revenue

	Inland Revenue Salary Range (£)	Teacher Salary Range (£)	Proportion of Total Class
Inspector of Taxes	1,213-2,512 (1,151-2,392)		63
Good Honours Graduate Teacher (trained)			74
Basic scale		1,260-2,000	28
Scale 1		1,392-2,132	15
Scale 2		1,482-2,222	8
Scale 3		1,594-2,334	3
Head of Department Grade A		1,482-2,222	(
Head of Department Grade B		1,594-2,334	(15[e]
Head of Department Grade C		1,732-2,472	(
Deputy head up to Group 7		1,769-2,509	2[e]
Head teacher up to Group 5		2,194-2,512	3[e]
College of Education			37
Assistant lecturer		1,308-1,520	(37
Lecturer		1,690-2,325	(
Inspector of Taxes Higher Grade	2,655-3,550 (2,529-3,394)		22
Good honours Graduate Teacher (trained)			23
Head of Department Grade D		1,864-2,604	(15
Head of Department Grade E		2,002-2,742	(
Deputy Head up to Group 14		2,485-3,225	5
Head Teacher Grade 6		2,542-2,860	(
Head Teacher Grade 7		2,770-3,088	(3[e]
Head Teacher Grade 8		2,992-3,210	(
College of Education			60
Senior lecturer		2,325-2,730	41
Principal lecturer		2,730-3,080	19
Senior Inspector	3,432-4,295 (3,142-4,075)		12
Good honours Graduate Teacher (trained)			3
Head Teacher			
Grade 9		3,252-3,570	(
Grade 10		3,475-3,793	(3[e]
Grade 11		3,703-4,021	(
College of Education			3
Deputy principal		n.a.	1
Principal			2
Inspectorate at ranks Principal Inspector or above		n.a.	3

N.B. The comparison is with the good honours trained graduates. General degree graduates will earn £120 less than the figures shown here. e. Estimate.

a graduate could expect in a school apart from a headmastership of a large and academic secondary school with a scale 9 grading. No less than 15 per cent of the Inspectorate is at the rank of senior inspector or above. Only some 3 per cent of graduate teachers in the largest schools earn salaries equivalent to the lower end of this scale.

It is clear that the salary prospects in the Inspectorate are considerably better than not only the prospects of graduates in secondary schools but also of staff in colleges of education. Most staff in colleges of education will be expected to have not only good academic qualifications but also several years' teaching experience. The comparison with the Inspectorate should then be made with inspector higher grade. About 37 per cent of the staff in colleges of education are, however, graded as lecturers on a salary comparable to the higher scale of inspectors. The maximum salary of an inspector higher grade exceeds not only the maximum salary of a senior lecturer (the career grade in colleges of education) by no less than £800 but also the maximum salary of the principal lecturer by about £450. Only some, but not all, of the 3 per cent of college of education staff who are deputy principals or principals could expect to be on salary ranges which are comparable. As mentioned above 15 per cent of the Inspectorate are on salary scales rising to £4,000 or above. Only principals of colleges of education, or two per cent of staff in total, could expect salaries of this level.

Administrative Class of the Civil Service. The highest grade of the civil service is the administrative grade. It is noteworthy that salaries of the career grade of this service, Principal (normally at age 28 or above), start above the grade for a principal lecturer of a college of education and exceeds, at most of its scale, the salaries of all apart from principals and deputy principals of colleges. The top ranks of this scale indeed will be higher than all except a minority of principals of colleges. An assistant secretary (normal promotion from 35-40) will rise at the top of his scale to more than the Principal of the very largest college of education and would still have a small hope of further promotion.

Table 20. Comparison of Salary and Salary Prospects of Staff in Colleges of Education with the Administrative Class of the Civil Service

	Civil Service Salary Range (£)	Teacher Salary Range (£)	Proportion of Total Class
Administrative trainee initial appointment	1,235-1,920 (1,180-1,846)		12
2-4 years' experience	2,070-2,485 (1,987-2,397)		
College of Education			78
Assistant lecturer		1,308-1,520	37
Lecturer		1,690-2,325	
Senior lecturer		2,325-2,730	41
Civil Service Principal	2,935-4,060 (2,820-3,902)		49
College of Education			22
Principal lecturer		2,730-3,080	19
Deputy principal		(no general grades)	2
Principal		(no general grades)	1
Civil Service Assistant Secretary and above	4,340-5,545 (4,170-5,325)		39
College of Education	no comparable grades		

Salaries in Local Authorities' Educational Administration. Although salaries for different grades are fixed nationally, each individual local education authority has discretion in the actual decision on grading of posts. It is not therefore possible to give any accurate picture of salaries at different levels of local administration.

Table 21 shows the salary scales which are applicable to educational administration. An examination of the advertisements for educational administration in The Times Educational Supplement of April, May and June of this year suggested that qualified teachers (normally graduate) enter educational administration as administrative assistants on salary scale S.O. although a few local educational authorities appoint such entrants on AP 4 and very occasionally on AP 3. Thus many appointees will start their first posts in educational administration on salary scales which rise to a maximum above that of senior lecturer, which is the career grade of colleges of education. Appointees of some years' experience in educational administration are normally transferred to grade PO I . Posts on this grade cover 5 increments on a 10 increment salary scale which ranges between £2,556-3,471. The top of this scale which may be envisaged as the career grade in educational administration is around £740 above the expectations for most lecturers in colleges of education. Chief Education officers will normally be paid above the P.O. II scale.

Table 21. Local Authority Grades Applicable to Educational Administrators

		£
AP 3)	Administrative	1,515-1,776
AP 4)	assistant	1,776-2,025
S.O.)		2,106-2,751
P.O. I	Assistant education officer	2,556-3,471
P.O. II	District education officer	3,366-4,331

Comparison of Salaries of Teachers and Lecturers with Professions in the Private Sector

As there is considerably more diversity in the private than the public sector it is more difficult to compare remuneration of either younger non-graduate teachers or of experienced staff in colleges of education with remuneration in this sector. The teachers interviewed who were mature entrants to the teaching profession had previously been in banking or building societies - which are traditionally among the less well-paid sectors-or in accountancy- which is thought of as a well paid sector. Non-graduate teachers who left the profession frequently tried to obtain posts in sales where remuneration is normally thought of as high.

The discussion of career prospects for young college of education trained teachers, therefore, relates to the relative prospects in banking, accountancy, and sales. Remuneration of entrants to building societies follow fairly closely with remuneration in banking, although salaries may be slightly lower.

Remuneration of staff in colleges of education may be compared with those with considerable responsibility in industry. The analysis below then discusses their remuneration compared with that of personnel officers with differing levels of responsibility, and also compares their remuneration with top executives of different types in companies of differing sizes.

Comparison of Prospects of Non-graduate Teachers with A Level Entrants to Banking. Like the civil service the larger banks now run a non-contributory pension scheme. When allowance has been made for tax concessions on pension payments, these schemes are worth an additional 4.1 per cent on the basic salary. In the discussion below therefore the basic salaries have been adjusted by 4.1 per cent with the original salary given in brackets beside this figure. In addition to a non-contributory pension bank employees are also eligible for mortgages at favourable rates. These figures are not published but are probably around one half the market rate. The net benefit of this (allowing for tax concession on mortgage interest payments) would be around £100 p.a. on a mortgage of £4,000.

It may be seen from the table below that the salary at 21 for an entrant with two or more A levels also eligible for the maximum merit addition is approximately the same as for a non-graduate teacher in his first year of service. At the age of 26, however, such an entrant will be earning £315 (255) above the basic scale for teachers with five years' experience and more than a non-graduate entrant could expect even with a grade II allowance or as a grade A head of department. Staff with this merit allowance will, in fact, be earning slightly more than an honours trained graduate on the basic scale, when allowance is made for the non-contributory pension scheme. As is indicated above, it is extremely difficult for a non-graduate to obtain promotion with remuneration higher than a scale 2 graded post. In contrast the young able A level entrant to banking may be transferred to a Management Development Programme (or equivalent) which is intended for the training of graduates. The starting salary for such trainees is between £990-£1,300 (£950-£1,250), which is again comparable to starting salaries in teaching. After 4-8 years trainees could expect to be appointed as either a manager's assistant or assistant manager with a minimum starting salary of £1,820 (£1,750) and £2,135 (£2,050) respectively and with the possibility of a salary of several hundred pounds more than this. These minimum salaries for management in banking are more than any non-graduate could expect unless he were headmaster of a school. The minimum salary for a branch manager is £2,445 (£2,350) which exceeds the salaries of almost all headmasters of primary schools. A more likely minimum salary for a graduate newly appointed as branch office manager would be £2,655 (£2,550) which exceeds salaries of most graduates in teaching apart from heads and deputy heads of large secondary schools. Salaries of bank managers may be as high as £5,200 (£5,000) although there is no information on the numbers earning salaries of this level.

Thus the career expectations of a good honours graduate teacher in schools is considerably less both in prospects of promotion and in salary than he could have expected in banking.

It is noteworthy indeed that the normal starting salary for a newly-appointed bank manager (£2,445), when allowance is made for contributory pension rights, is higher than the maximum salary for a lecturer in a college of education (£2,325).

Table 22. Salaries and Allowances in Barclays Bank, 1970

Age	Basic Scale	A Level Scale [a]	Maximum Merit Addition	A Level Salary[b] with Maximum Merit Additions	A Level Salary with Maximum Merit Addition (Basic Figures)	Management Development Programme
17	410	-	100	-		
18	500	600	100	730	(700)	
19	555	650	100	780	(750)	
20	600	690	150	875	(840)	
21	650	730	200	970	(930)	Starting Salary £990 - £1,300 (£950 - £1,250)
22	690	785	275	1,105	(1,060)	
23	730	845	350	1,245	(1,195)	
24	785	910	350	1,310	(1,260)	4 to 8 years experience:
25	845	995	350	1,400	(1,345)	Manager's Assistant; £1,820 (£1,750)[c]
26	910	1,035	425	1,520	(1,460)	Assistant Manager: £2,135 (£2,050)[c]
27	995	1,080	500	1,645	(1,580)	
28	1,035	1,125	500	1,690	(1,625)	
29	1,080	1,180	500	1,750	(1,680)	8 years' experience and over,
30	1,125	-	500	1,750	(1,680)	Branch Manager £2,445 (£2,350)
31	1,180	-	500	1,750	(1,680)	

a. Entrant with 2 'A' levels. b. With adjustment made for the non-contributory pension scheme. c. Minimum salary.

Table 23. Comparison of Salaries
'A' Level Bank Entrants with Non-Graduate Teachers

Barclays Bank - 'A' level scale, Maximum Addition

Age	21	26	29
	£	£	£
Salary	970 (930)	1,520 (1,460)	1,750 (1,680)

Barclays Bank - Management Development Programme

Age	21	26-29	30+
	£	£	£
Salary	990-1,300 (950-1,250)	1,820 or 2,135 (1,750 or 2,050)	2,445 (2,350 +)

Salaries of Non-Graduate Teachers

Experience and Probable Age	0 (21)	5 (26)	8 (29)	10 (31)
Basic scale	980	1,205	1,370	1,480
Scale I	1,112	1,337	1,502	1,612
Scale II	1,202	1,427	1,592	1,702
Scale III	1,314	1,539	1,704	1,814
Grade A	1,202	1,427	1,592	1,702
Grade B	1,314	1,539	1,704	1,814

Comparison of Salaries of Non-Graduate Teachers with Salaries in Accountancy. No information is available on fringe benefits in accountancy and therefore no allowance has been made for these in the discussion below. Most office workers in central London, however, receive luncheon vouchers or subsidised lunches which are worth at least £50 per annum in taxed income.

Table 24 shows remuneration of articled clerks, partly qualified and fully qualified accountants in the London area. 'A' level trainees with two years' experience will be earning slightly less than a college of education trained teacher in his first job, when the London allowance has been taken into account. Just before qualification an accountant will not only be earning more than any teacher (good honours, general degree or college of education trained) with five years' teaching experience but also more than most teachers of this age group who have responsibility allowances or even those who are heads of departments. The starting salary for an accountant at the age of 21 to 23 approximates to what a college of education trained teacher could expect at the top of the basic salary after 14 years' experience of teaching; the starting salary for an accountant at the age of 23 to 25 approximates to the top of the basic scale for a graduate teacher with a general degree and the graduate entrants to accountancy on qualifying at 26-27 should also be earning more than they would at the top of the basic scale. After 2 years' experience an accountant in each of these three groups will be earning more than he could expect in any teaching post at a comparable age. The salary for the most highly-paid of these three groups corresponds to the salaries of senior lecturers in colleges of education.

Table 24. Salaries of Accountants in Industry and Commerce 1970[a]

Commercial & Industrial Trainees Studying A.A.C.C.A. and A.C.W.A. (London)

	O Level Trainees (usual starting age 16-18)	A Level Trainees (usual starting age 18-20)	Graduate Trainees (usual starting age 21-23)
Commencing salary	£550-£600 + day release	£750-£850 + day release	£900-£1,300 + day release
+ 2 years' experience	£800-£1,000	£900-£1,040	£1,350-£1,450
Just before qualification		£1,450-£1,700	

Partly Qualified Men in their Twenties (London)

	A.A.C.C.A.	A.C.W.A.
Part I very early twenties	£850-£1,040	£900-£1,100
Part 2 early-mid twenties	£1,040-£1,400	£1,100-£1,400
Part 3 mid-late twenties	£1,450-£1,750	£1,400-£1,750
Part 4 late twenties	Fully qualified (see below)	£1,750-£2,000
Part 5	-	Fully qualified (see below)

Newly-Qualified Men in Industry and Commerce - A.C.A., A.A.C.C.A., A.C.W.A. (London)

	At Age 21-23	23-25	26-27 (normally graduates)
Newly-qualified	£1,750-£1,900	£1,900-£2,150	£2,150-£2,250
+1-2 years' experience post qualification	£2,000-£2,150	£2,250-£2,450	£2,400-£2,600

a. Subtract 10 per cent for salaries outside of London.

The Prospects of the [illegible] Non-graduate Teacher Compared with the Prospects in Sales. The following table shows a survey by the Cornmarket press of remuneration of salesmen in April 1969. The survey underestimated the monetary attractiveness of selling as a career as it excludes salesmen who are promoted to be area managers or sales managers.

Sales is also a sphere in which fringe benefits are of particular importance and virtually all salesmen are provided with a company car which is the most valuable type of fringe benefit commonly given. The exact monetary value depends upon the basis on which it may be used for leisure-time activities, but it is almost certainly worth at least £150 and more probably £250 in terms of taxable income. In the figures below the actual remuneration has been adjusted by £200 to allow for the value of a car and the original figures, which refer only to salary and bonus, are given in brackets.

When allowance has been made for the probable monetary value of a car the remuneration of non-graduate teachers in each of the age groups corresponds to the remuneration of the lowest decile of salesmen, for the youngest group it corresponds to the lowest quartile. Even when no allowance is made for fringe benefits remuneration of the teachers in the age groups 25-30 and 31-35 corresponds to the lower quartile of earnings of salesmen

Table 25. Gross Earnings by Age of Salesmen April 1969

Age:	20-25	26-30	31-35
Sample	262	287	151
	£	£	£
Lower Decile	1,050	1,375	1,625
	(850)	(1,175)	(1,425)
Lower Quartile	1,275	1,550	1,875
	(1,075)	(1,350)	(1,675)
Median	1,500	1,900	2,125
	(1,300)	(1,700)	(1,925)
Upper Quartile	1,725	2,350	2,750
	(1,525)	(2,150)	(2,550)
Upper Decile	2,075	2,750	3,225
	(1,875)	(2,550)	(3,025)

Source: Cornmarket Press. Graduate appointments Register, July 1969.

Comparison of Remuneration of Personnel Officers and Remuneration of College of Education Lecturers and Others in the Teaching Profession.

The following analysis of remuneration of personnel officials includes remuneration in the form of bonuses but makes no further adjustment for fringe benefits, because of the variations in the incidence of these in private industry and the difficulty in quantifying them. In reading the figures it should, however, be remembered that between 40-50 per cent of those holding senior personnel posts will be eligible for a company car, one of the most valuable of fringe benefits, normally worth also about £200 per annum. Nearly all personnel officers will also, like other office workers, receive subsidised lunches, worth some £50 per annum in taxed income. As the figures relate to 1968 the remuneration needs to be adjusted by at least 12 per cent to give an indication of 1970 salaries.

Table 26 shows the median salaries of male personnel officers. Entrance qualifications for personnel management are probably lower than for the teaching profession but the average salaries of good honours male graduates (the highest paid of the teaching profession) correspond to the lowest quartile of personnel officers, the median salary of personnel officers was slightly above the 1968 average of staff in colleges of education (who have reached the height of their profession), and the salary of the highest quartile (25 per cent) was more than could be attained by more than 4-6 per cent of staff in colleges of education.

Table 26. Salaries in Personnel Management 1968 - Men
(£)

	Personnel Management		Average Salaries Teachers and Lecturers 1968
Upper quartile	3,080	Lecturers colleges of education	2,258
Median	2,300	Secondary school graduates	1,825
Lower quartile	1,750	Secondary school non-graduates	1,431

The survey by the Institute of Personnel Management broke down the salaries of those in the profession further by analysis of the degree of responsibility they enjoyed. Three functions of personnel officials were distinguished:

a. Operational - primarily concerned with day-to-day functions carrying out policies determined by others.

b. Advisory - primarily concerned with advising others on the implementation of broad policy outlines (rather than with the detail of specific cases) and possibly contributing to the evolution of policy.

c. Creative - primarily responsible for the creation of company personnel policy for approval by the board of directors and for the direction/co-ordination of personnel activities throughout the entire organisation.

Four of the divisions were then formulated as follows:

1. Operational Personnel Officer (OPO). All returns indicating that the respondents had a primarily operational role covering a broad spectrum of personnel activities were allocated to this category.

2. Senior Personnel Officer (SPO). All returns indicating that the respondents had a mixed operational/advisory role (with the emphasis principally on the former) covering a broad spectrum of personnel activities (with or without subordinate officers) were allocated to this category.

3. Personnel Manager (PM). All returns indicating that the respondents had a primarily advisory role covering a broad spectrum of personnel activities together with responsibility for subordinate personnel officers were allocated to this category.

4. Senior Personnel Manager (SPM). All returns indicating that the respondents had a primarily creative role in relation to overall company personnel policy and directed/co-ordinated personnel operations for the entire organisation through subordinate personnel managers/personnel officers were allocated to this category.

According to these responsibilities teachers on the basic scale might be compared with junior rank operational personnel officers. Senior staff in schools (holders of graded posts, heads of small departments and headmasters of the small primary schools scales 1-4) could best be compared with senior personnel officers. Staff in colleges of education, especially those of senior rank, should best be compared with personnel managers as should be the heads of departments of large secondary schools. Principals of colleges of education should be compared with senior personnel managers. In fact the remuneration of personnel officials was well above each group of teachers with these responsibilities.

The average remuneration of staff in colleges of education was only equivalent to the median for the fairly junior personnel post of senior personnel manager, whilst the upper quartile of this group was equivalent to the starting salary prevailing at that time for principal lecturers in colleges of education. (Only 22 per cent of staff in colleges of education enjoy a rank of principal lecturer or above). Deputy principals of colleges with the very greatest responsibilities earn salaries comparable to personnel managers rather than senior personnel managers.

The remuneration of graduates in schools was comparable to the remuneration of the lowest rank operational personnel officer and non-graduates were worse paid than the average operational personnel officers.

Table 27. Annual Salaries of Personnel Officers and Managers According to Job Category and Age Group 1968 (Men)

(£)

	Senior Personnel Manager			Personnel Manager			Senior Personnel Officer			Operational Personnel Officer		
Age Group	M	LQ	UQ	M	LQ	UQ	M	LQ	UQ	M	LQ	UQ
Under 25	-	-	-	-	-	-	1, 600	1, 250	1, 700	1, 164	1, 000	1, 360
25 - 34	3, 300	2, 500	3, 600	2, 300	2, 000	2, 730	1, 900	1, 700	2, 200	1, 600	1, 400	1, 850
35 - 44	4, 000	3, 500	4, 700	2, 960	2, 500	3, 467	2, 250	1, 950	2, 600	1, 960	1, 619	2, 225
45 - 54	4, 750	3, 980	5, 500	2, 774	2, 450	3, 600	2, 275	1, 900	3, 000	1, 750	1, 600	1, 900
55 and over	6, 500	6, 000	8, 000	2, 600	2, 300	3, 500	2, 200	1, 960	2, 670		1, 550	
All age groups	4, 500	3, 600	5, 500	2, 750	2, 335	3, 400	2, 150	1, 850	2, 500	1, 600	1, 334	1, 850

M Median

LQ Lower Quartile

UQ Upper Quartile

Source: Institute of Personnel Management.

Table 28. Approximate Comparisons of Salaries in Personnel Management and Colleges of Education, 1968

(percentages)

	£1, 134 or more	£1, 600 or more	£1, 850 or more	£2, 150 or more	£2, 335 or more	£2, 500 or more	£2, 750 or more	£3, 400 or more	£3, 600 or more
Operational Personnel Officer	75	50	25	-	-	-	-	-	-
Senior Personnel Officer	-	-	75	50	-	25	-	-	-
Personnel Manager	-	-	-	-	75	-	50	25	-
Senior Personnel Manager	-	-	-	-	-	-	-	-	75
	£1, 134 or more	£1, 600 or more	£1, 800 or more	£2, 000 or more	£2, 250 or more	£2, 500 or more	£2, 750 or more	£3, 000 or more	
College of Education	-	93	83	60	45	30	20	6	
Graduates in Secondary Schools	74	63	50	33	16	8	-	-	
Non-Graduates in Secondary Schools	57	43	13	-	-	-	-	-	

Source: Department of Education and Science.

Remuneration of Staff in Colleges of Education Compared with Senior Executives in Industry. The following table compares the remuneration of staff in colleges of education with remuneration of top executives in industry. Remuneration in this table refers only to sales and any bonus payments. In addition, however, no fewer than 60 per cent of top executives are provided with a company car,[1] a concession which is worth at least £200 in terms of salary and, more probably at this level, £300.

It may be seen that the remuneration of staff in colleges of education bears comparison only with that of executives of the smallest companies shown (turnover £1-3 million and £5-10 million) and that of the average remuneration of staff in colleges of education at the period was equivalent only to the salary of 25 per cent lowest paid of most top positions even in companies of only £3-5 million turnover. The salary of 50 per cent of executives of companies with a turnover of £5-10 million exceeds the salary of all but 3-4 per cent of staff in colleges of education at the same period.

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[1] See Chapter 3 below on value of a company car as a fringe benefit.

Table 29. Salaries by Size of Job and Turnover of Top Executives in Industry

	Salaries Paid in Companies with Turnover of:											
	£1 - 3 Million			£5 - 10 Million			£20 - 50 Million			£50 - 100 Million		
Job	LQ	M	UQ	LQ	M	UQ	LQ	M	UQ	LQ	M	UQ
Chief Accountant	2,600	3,250	3,500	3,300	3,963	4,750	3,475	4,750	6,483	4,700	5,150	5,965
Cost Accountant	1,715	1,925	2,100	2,003	2,400	2,800	-	3,000	-	-	3,553	-
Works Manager	2,750	3,200	3,700	3,360	3,800	4,700	4,339	4,750	5,750	4,478	5,275	6,510
Head of Works Study	1,660	1,825	2,050	1,870	2,314	2,500	-	2,650	-	-	3,000	-
Purchasing Manager	1,513	1,900	2,100	2,250	2,760	3,500	2,850	3,625	4,383	-	4,400	-
Head of Design/ Research	2,600	2,875	3,250	3,500	4,305	6,000	-	4,500	-	-	5,400	-
Sales Manager	2,935	3,375	4,251	3,775	4,700	5,568	3,550	4,000	5,270	-	5,500	-
Export Sales Manager	2,400	2,550	3,200	2,500	3,300	4,700	-	3,400	-	-	4,800	-
Marketing Manager	2,401	2,660	3,225	3,035	3,300	4,150	-	4,500	-	-	4,500	-
Personnel Manager	1,485	1,900	2,250	2,500	2,750	3,675	3,500	3,900	5,000	3,605	4,410	5,225
Company Secretary	-	2,835	-	3,150	3,600	4,500	4,000	4,600	5,300	-	4,900	-
General Manager	3,445	4,000	5,000	3,525	5,500	6,875	-	6,300	-	-	7,100	-
Data Processing Manager	-	2,325	-	2,400	3,025	3,600	2,888	3,350	3,700	-	3,750	-
All Jobs	-	2,500	-	-	3,235	-	-	3,800	-	-	4,500	-

LQ = Lower Quartile M = Median UQ = Upper Quartile

Summary of Remuneration of Young College of Education Trained Teachers Compared with Remuneration in Other Professions

Two facts are evident from the analysis above:

1. The salaries of young non-graduate teachers of the age groups 25-29 and 30-34 are low in comparison with prospects of contemporaries in banking, sales, accountancy and the executive grades of the civil service (see Table 30) - even although the entrance requirements for some of these professions are below those for a qualified teacher.

2. The chances of promotion for able non-graduates are much better in these professions.

Remuneration of Staff in Colleges of Education Compared with Remuneration in Other Professions

Table 31 summarises the salary prospects of staff in colleges of education compared with remuneration they might have expected elsewhere. Salaries are not only low in relation to the groups specifically used for the comparison (administrative class of the civil service, personnel managers and top grades of management of firms of all sizes) but are also poor compared with the prospects for the more able in groups specifically used for comparing remuneration of young non-graduate school teachers. The starting salary for the young bank manager of the very smallest branch office, £2,445,[1] is comparable to the salary of the senior lecturer in a college of education and the normal salary for the first appointment, £2,655,[1] is comparable to the top of the senior lecturer scale, whilst a graduate entering the Inland Revenue in his early twenties could expect promotion to Inspector higher grade (£2,655-£3,550)[1] by the age of 30.

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[1] Salary adjusted to allow for non-contributory pension scheme.

Table 30. Remuneration of a Non-Graduate Teacher Aged 31 Compared with Remuneration in Comparable Professions, 1970

	Salary Other Professions (£)	Salary Non-Graduate Teacher (£)
Banking[b]		
1. Bank Clerk A level with maximum merit addition 10 years' experience	1,750	
2. Manager's Assistant	1,820[a]	
3. Assistant Manager	2,135[a]	
4. Manager First Appointment	2,445[a]	
Executive Class of Civil Service[b]		
Executive Officer	1,652	
Higher Executive Officer	2,115	
Salesmen 31-35 (1969 rates)[c]		
75 per cent	1,875 or more	
50 per cent	2,125 or more	
25 per cent	2,750 or more	
Non-Graduate Teacher		
10 years' experience		
Basic Grade		1,480
Grade I		1,612
Grade II Grade A Head of Department [d]		1,702
Grade III Grade B Head of Department [d]		1,814

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a. Minimum salaries. b. Adjusted to allow for non-contributory pension scheme. c. Adjusted to allow for company car (£200). d. Very few teachers of this age will be appointed to this grade.

Table 31, Summary Table - Career Prospects of College of Education Staff Compared with Salaries Elsewhere

(percentages in professions earning more than specified amounts)

	£2,350 or Over	£2,500 or Over	£2,750 or Over	£2,934 or Over	£3,270 or Over	£3,400 or Over	£3,800 or Over	£4,340 or Over
Administrative Class of the civil service (1970)				88				39
Inland Revenue Inspector (1970)[a]		37			15			
Personnel Managers (1968)	75		50			25		
Top Executives Industry (1969)								
Very small companies (£1-3 million turnover)		50						
Small companies (£5-10 million turnover)					50			
Medium sized companies (£20-50 million turnover)							50	
Staff in colleges of education (1968)		45		6				

[a] Grade used primarily for illustrating career prospects of young graduates in schools.

CHAPTER 3. FRINGE BENEFITS FOR TEACHERS AND LECTURERS COMPARED WITH OTHER PROFESSIONS

Teachers and lecturers, like other local government employees, receive very little indeed in the way of fringe benefits. In contrast central government employees receive a non-contributory pension scheme and although most pension schemes in the private sector are contributory, employees receive other less quantifiable benefits such as use of company cars, free life insurance and free or subsidised lunches.

In most instances the fringe benefits enjoyed by other professional workers are probably worth some 4-8 per cent of gross salary.

Comparison of Pension Schemes in Teaching and Elsewhere

Traditionally pension rights in the civil service are more generous than in the private sector. A teacher with 30 or more years of service is entitled, like an established civil servant, to a pension which is calculated on the basis of his salary during the last three years of service and this is reviewed from time to time to allow for cost of living increases.

Unlike the civil service, however, this pension is contributory and, accordingly, in the comparison of salaries in the civil service and teaching in Chapter 2 above, civil service salaries have been increased by the 4.1 per cent net cost of a 6 per cent contributory pension after allowance for tax concessions on employee pension contributions.

Pensions provided in the private sector have improved greatly over the past twenty years: 94 per cent of the firms covered by the 1968 AIC survey of executive salaries and fringe benefits had pension schemes which covered all of their executives in the survey. Over half provided pension schemes based on half or more of final salary and over 58 per cent also made some provision for widows. Only a minority of private schemes are liable for periodic revisions for cost of living increases but the contributions required of an employee are normally lower - usually not more than 5 per cent of salary. The advantages of a teacher's or lecturer's pension over what he would have received in private industry is probably slight. No adjustments have therefore been made for differences in pension terms in discussions of remuneration of personnel officials or of top executives in industry.

Joint stock banks, like the civil service, provide non-contributory pension schemes and, accordingly, salaries in banking have been adjusted by 4.1 per cent to allow for the net advantage of these schemes.

Fringe Benefits of Monetary Value (Excluding Pension Schemes)

The following table shows the fringe benefits provided by the companies co-operating in the AIC survey of executive remuneration and fringe benefits.

Table 32. Fringe Benefits Other Than Pensions and Life Assurance
(per cent)

	Proportion of the Sample Receiving Benefits in:					
Benefits	1963	1964	1965	1966	1967	1968
Bonus	41.1	41.0	42.0	46.1	46.3	40.6
Company car (sole use)	32.5	35.5	37.0	39.0	43.1	45.4
Subsidised lunches	40.5	46.5	59.0	61.8	69.9	79.3
Allowance for use of own car	3.9	6.1	24.0	18.7	30.4	27.3
Non-accountable expenses	3.3	2.1	3.0	16.2	4.5	3.3
Subsidised housing	2.2	1.6	3.0	16.3	3.2	2.0
Insurance for private medical treatment (BUPA)	2.2	11.5	20.0	19.9	26.0	26.4

Source: AIC Survey of Executive Salaries and Fringe Benefits in the United Kingdom.

Use of Company Car. By far the most important fringe benefit is use of the company car. The practice of providing company cars for use by employees has grown rapidly in recent years. In 1968 45 per cent of the executives covered by the AIC survey were provided with a company car and by 1969 the proportion had risen to 60 per cent. Such cars are not just the prerogative of top executives: almost all the salesmen covered by the Cornmarket Press survey and Graduate Appointments' Register Survey[1] were also provided with a car.

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[1] See discussion under remuneration of salesmen Chapter 2 above.

The financial benefit from use of a company car depends upon the terms on which it is supplied. A British Institute of Management survey of company cars in 1968 found that the principal basis of allocation was status within the organisation (82 per cent) rather than minimum annual mileage on company business (18 per cent); 85 per cent of the cars were covered by a comprehensive insurance and the majority of firms paid the first £10 of any insurance. In 55 per cent of the firms no charge was made for private use apart from petrol and oil, and a further 5 per cent only charged for holiday use. One per cent made no charge at all for the car. No fewer than 40 per cent of the respondents were paid a garage allowance.

As is indicated below the average annual cost of each car to the organisation varied appreciably, but was extremely high: even in 1968 the most common cost lay between £300-500.

Table 33.
Average Annual Cost Per Car B. I. M. Survey 1968[1]

(Cost £)

201-300	301-400	401-500	501-600	601-700	Over 700
6	21	24	11	4	3

[1] Only 69 per cent of respondents replied to question.

The actual financial gain from a company car, as with other fringe benefits, will depend upon whether the calculation is based on what the benefit costs the firm or what the employee would otherwise have spent on the service or goods in question. In the analysis below the second criterion, which is normally the lower one, is used for assessing the benefits from the concession.

Table 34 shows the estimated cost of running a small family car of differing age and value for a year.

Table 34. Per Annum Costs of Selected Cars
(Based on 10,000 miles Normal Motoring). September. 1970
(£)

		1967 Austin A40	1967 Hillman Minx	1969 Morris Minor	1970 Morris 1100	1970 Ford Cortina
1.	Road tax	25	25	25	25	25
2.	Club subscription	3	3	3	3	3
3.	Garaging	52	52	52	52	52
4.	Washing	5	5	5	5	5
5.	Interest on capital	20	25	30	40	45
6.	Depreciation	50	90	65	120	130
7.	Comprehensive Insurance	30	35	35	30	35
8.	Fuel	90	125	125	90	125
9.	Oil	4	5	5	4	4
10.	Tyres	10	12	12	10	12
11.	Servicing	15	18	18	15	18
12.	Repairs	25	35	35	25	35
Total		329	430	410	419	490

Source: Motorists guide to new and second cars, September. 1970.

The very minimum expenses paid for by most firms are items 1, 5, 6, 7, 10, 11, and 12 (road tax, interest on capital, depreciation, comprehensive insurance, tyres, servicing, and repairs) and the net expenses saved on these items even for the modest family car shown. will vary from £175 for a 1967 Austin A40 to £265 for a new Morris 1100 or £325 for a new Ford Cortina. In fact a few firms will pay for the remaining items and the net savings to the employee for the cars shown will then vary from £329 for a 1967 Morris A40 to £490 for a Ford Cortina. Tax is computed on the assumed private use of company cars so there will not, in this case, be any substantial difference in pre-tax and post-tax benefits.

Subsidised Lunches. Subsidised meals is the other most common fringe benefit in private industry, provided by nearly 80 per cent of the firms covered by the AIC survey of 1968. Those firms who do not provide a free or subsidised canteen normally give luncheon vouchers (Luncheon Vouchers Ltd., the only firm in the market, estimate that 400,000 workers received daily vouchers in 1969). The maximum luncheon voucher free of tax is 3 shillings a day and the post tax benefit to the employee is about £50 p.a. There is no limit on concessions to canteens and the post-tax benefit to the employee of a canteen in many cases probably exceeds £50 p.a.

Comparison of Holidays in the Teaching Profession and Elsewhere

In discussions of the pay of the teaching profession in the press reference is sometimes made to the long holidays enjoyed by the teaching profession. Not only is this a misconception since a considerable part of this period is devoted to courses and to preparation of syllabuses but in addition there has, in recent years, been considerable increase in the length of holidays in the private sector. Almost all executives covered by the AIC survey for instance now receive at least three weeks holiday and over half four weeks holiday. In contrast, even in 1965, only 36 per cent of employees received four weeks holidays or more.

Table 35. Holidays of Top Executives in Industry

	10-14 days	15-19 days	20-24 days	25-29 days	30 and over days
1969	0.4	40.7	53.7	4.4	0.8
1970	1.2	48.5	47.6	2.2	0.6
1967	2.0	53.8	40.1	3.0	1.1
1966	1.8	57.1	38.5	2.3	2.0
1965	5.0	58.0	34.0	2.0	-

Source: AIC Survey of Executive Salaries and Fringe Benefits in the United Kingdom.

This trend towards longer holidays is general throughout industry. For example the joint stock banks now offer their most junior employees three weeks holiday whilst their more senior employees receive four or more weeks. Estimates made by the Department of Employment and Productivity from information on agreements between management and trade unions suggest that holiday periods of three or more weeks a year will soon become general throughout British industry amongst manual as well as office workers.

Table 36. **Estimates of Length of Holiday Period of Manual Workers in British Industry**
(percentages of workers)

Weeks	1 Week	1-2 Weeks	2 Weeks	2-3 Weeks	3 and Over Weeks	Additional Days for Length of Service
1951	28	3	66	2	1	4
1960	-	1	96	2	1	9
1965	-	-	75	22	3	22
1969	-	-	50	35	15	30

Source: Department of Employment and Productivity.

The public sector has always enjoyed longer holidays and of the different classes of civil servant discussed above only executive officers receive less than four weeks annual holiday. Additional holiday periods are allowed after certain years of service and an executive officer of 20 years or more service will receive five weeks and of 30 or more years service six weeks. All principals receive five weeks holiday and all assistant secretaries six weeks.

PART B - RECRUITMENT AND WASTAGE FROM THE PROFESSION

CHAPTER 4. ATTITUDES OF SIXTH FORMERS TO TEACHING AS A PROFESSION

Sixth formers in 21 schools (12 grammar and 9 comprehensive) in six different areas of the country were interviewed[1] on their attitudes to teaching as a profession; 208 sixth formers (130 boys and 78 girls) were interviewed personally and a further 160 (107 boys and 53 girls) completed postal questionnaires. In total 25 per cent of these sixth formers (51 per cent of the girls and 10 per cent of the boys) intended to take up teaching as a profession. The respondents were first asked general questions relating to the attributes they considered important in careers, their attitudes to different professions and the careers they themselves intended to take up. They were then asked specific questions related to teaching as a career.

Attributes Considered Important by Sixth Formers in Choosing a Career

Two separate questions were posed to discover the attributes sixth-formers were looking for in a career. Firstly those who were interviewed personally were asked to state, spontaneously, what they considered most important in a career.

Their answers are shown in Table 37. Although most of the respondents considered that the interest or satisfaction of the job was of the greatest important, no fewer than 32 per cent of all respondents and 39 per cent of the boys considered that money or pay was of the greatest importance and 12 per cent the prospect of rising to a high position.

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[1] The questionnaires are reproduced at the end of the report.

Table 37. Attributes considered to be most important in a Career[a] (spontaneous)
(percentages)

	Total	Male	Female
Interesting/satisfying work	46	48	44
Salary	32	39	21
Ability to deal with people	13	10	17
Prospect of high position	12	12	10
Variety of work	10	10	9
Security	7	8	4

a. Certain respondents gave more than one attribute.

In addition the sixth formers were asked their attitude to those aspects of a career which the preliminary group discussions with sixth formers had suggested might be of importance, the answers are reproduced in the table below.

As might be expected the nature of the job and the degree of personal contact that it gave were considered of the greatest importance both by boys and by girls. Thus 86 per cent of the respondents considered it important that the work should be varied and 73 per cent thought that a job should provide contact with congenial colleagues. There was a difference in the attitude of boys and girls to the social value of the work: 68 per cent of the girls but only 38 per cent of boys considered this to be an important attribute of a job.

Although career prospects of a job were generally of less importance than the personal, 85 per cent of the sixth formers considered it important that a post should give them an opportunity of increasing their knowledge and 81 per cent thought that secure employment was an important aspect of a career. In contrast only 41 per cent were influenced by the possibility of a high level of responsibility and only 23 per cent with the possibility of organising the work of others.

Salary considerations were more important than is sometimes supposed: 54 per cent in total (64 per cent of the boys but only 35 per cent of the girls) considered a high salary of importance.

Table 38. Importance of Various Aspects of a Career

(percentages)

Aspects	Important			Neutral			Unimportant			Don't Know		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Varied work	84	86	86	10	13	13	6	1	3	-	-	a
Opportunity to increase knowledge	83	88	85	15	16	13	2	2	2	-	-	-
Secure employment	81	79	81	13	17	15	4	4	4	a	-	-
Congenial colleagues	70	78	73	26	18	23	4	3	3	a	1	1
Socially valuable work	38	68	48	48	24	40	12	8	11	2	-	1
Opportunity for travel	44	50	46	41	30	27	15	20	17	-	-	-
High salary	64	35	54	30	49	36	6	16	10	-	-	-
Possibility of research into subject	44	44	44	46	45	46	9	11	10	a	-	a
Possibility of high level of responsibility	45	33	41	47	50	48	8	17	11	a	-	a
Working as a team	35	36	36	44	46	45	21	18	20	a	-	a
Possibility of organising work of others	22	24	23	54	47	52	24	29	25	a	-	a
Working on own rather than as a team	11	16	12	52	48	51	37	36	36	a	a	a

Base Total: 368. 237 Male, 131 Female.

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a. Less than 0.5 per cent.

The sixth formers were asked to list eight professions in order of social status. It was evident that all professions shown were generally thought of much lower status than medicine or law (Table 39) but from the list of professions which the respondents were intending to take up themselves (Table 40) it would seem that the sixth formers were comparatively little influenced by social status in their own choice of career.

Table 39. Occupation which Carries the Highest Social Status (First Choice)

		Sex	
	Total	Male	Female
	(%)	(%)	(%)
Doctor	49	49	49
Lawyer	33	33	32
Welfare Officer	4	3	8
Accountant	3	3	2
Personnel Manager	4	4	3
Sales Manager	1	1	2
Advertising Executive	2	2	2
Teacher	2	3	-
Don't know	2	2	2
Base Total	368	237	131

Table 40. Career which Informant would like to undertake

		Sex	
	Total	Male	Female
	(%)	(%)	(%)
Teaching	25	10	51
Scientific posts	10	13	3
Engineering and Electronics	5	7	-
Accountancy	3	5	1
Business management	3	5	-
Social work	3	1	7
Secretarial work	3	-	8
Nursing	3	-	8
Computer programming	2	3	1
Art	2	2	3
Law	3	4	-
Others	20	29	-
Don't know	18	21	18

Attitudes Towards Teaching as a Career

The sixth formers were asked to give their opinion on the validity of certain specified favourable and unfavourable aspects of teaching and to say which they felt was most likely to attract or deter good recruits to the teaching profession.

The majority of the respondents, both boys and girls, thought that teaching was creative, socially valuable and personally satisfying. As indicated above, creativity and personal satisfaction were considered generally important in a career by both boys and girls but social value was considered of importance only by girls. There was almost universal acceptance of the fact that teachers enjoyed security, which again was generally considered important in a career - especially amongst the boys. Teachers were also thought to enjoy pleasant working conditions and good hours.

There was considerable difference, however, in the attitude of boys and girls to two very important aspects of teaching; firstly salary and salary prospects. Although the majority of both boys and girls thought that teachers were poorly paid, very many more boys than girls (68 per cent as compared to 52 per cent) believed this to be the case whilst high salary was considered an important feature of a career amongst more boys than girls (64 per cent compared with 35 per cent). Secondly, variety of work was an important attribute of a career for both boys and girls but only 46 per cent of the boys as compared with 76 per cent of the girls believed that a teachers' work was varied.

Apart from the poor pay and the repetitive nature of the work, the main unfavourable aspects of teaching were thought, by both boys and girls, to be disciplinary problems, and by boys to be the few rewards for outstanding work and the many petty chores.

Table 41. Opinion of Various Favourable Aspects of Teaching

(percentage)

Favourable Aspects	Agree			Disagree			Don't Know		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Socially valuable work	95	98	96	4	1	3	1	1	1
Secure employment	93	93	93	6	5	6	1	2	1
Personally satisfying work	86	82	88	12	17	11	2	1	1
Good working hours	83	83	83	16	17	16	1	-	1
Challenging opportunity to influence development	82	82	82	16	17	17	2	1	1
Plenty of friendly contact with colleages	77	87	81	19	13	17	4	-	2
Creative work	74	85	78	25	14	21	1	1	1
Pleasant working conditions	61	75	66	38	25	33	1	-	1
Varied work	44	76	76	55	24	24	1	-	-
Freedom in work	46	66	53	53	34	46	1	-	1
No rat race	47	55	50	52	44	49	1	1	1
High social status	35	45	39	63	54	59	2	1	2
Pay reasonably good	29	44	35	70	55	64	1	1	1
Few petty chores	28	39	32	70	59	66	2	2	2

Base: 237 male, 131 female = 368 total.

Table 42. Opinion of Various Unfavourable Aspects of Teaching
(percentages)

	Agree			Disagree			Don't Know		
Unfavourable Aspects	Male	Female	Total	Male	Female	Total	Male	Female	Total
Disciplinary problems with difficult children	75	81	77	24	18	22	1	1	1
Repetitive work	76	51	67	23	48	32	1	1	1
Poor pay	68	52	62	30	47	36	2	1	2
Few rewards or acknowledgement for outstanding work	63	45	57	35	53	41	2	2	2
Many petty chores	62	49	57	36	50	41	2	1	2
Poor status	38	28	28	60	70	70	2	2	2
Arduous working hours	29	33	30	70	65	69	1	2	1
Unpleasant working conditions	27	21	25	70	77	73	3	2	2
Lack of intellectual stimulus	26	21	24	72	78	74	2	1	2
Little contact with colleagues	10	12	11	89	86	88	1	2	1

Base: 237 male, 131 female = 368 Total

There was some difference of opinion as to the favourable attributes of teaching, which were most likely to attract good recruits; the most important attributes were considered to be the good working hours, the challenging opportunity to influence other people's development, the secure employment, the personally satisfying nature of the work and the socially valuable work. More boys than girls thought that secure employment would be an important attraction.

There was little doubt about the attribute most likely to deter good recruits, the poor pay; 40 per cent in total (44 per cent of the boys and 33 per cent of the girls) thought that this would be most likely to deter new recruits compared with 13 per cent who considered the repetitive nature of the work to be the main hindrance to recruits and the 10 per cent who felt that disciplinary problems detered recruits.

Table 43. Attribute Most Likely to Attract Recruits (First Choice)

		Sex	
	Total	Male	Female
	(%)	(%)	(%)
Good working hours	17	16	18
Challenging opportunity to influence other people's development	13	12	15
Secure employment	15	19	8
Personally satisfying work	15	15	15
Socially valuable work	13	10	19
Creative work	5	5	5
No rat race	3	4	1
Varied work	3	2	5
Pleasant working conditions	3	3	2
Freedom in work	3	3	3
Pay reasonably good	3	5	1
High social status	2	1	3
Few petty chores	-	-	-
Plenty of friendly contact with colleagues	2	2	2
Don't know	3	3	3
Base Total	368	237	131

Table 44. Attribute Most Likely to Deter Good Recruits (First Choice)

	Total	Sex	
		Male	Female
	(%)	(%)	(%)
Poor pay	40	44	33
Repetitive work	13	14	13
Disciplinary problems	10	9	12
Few rewards or acknowledgements	10	10	10
Arduous working hours	8	5	13
Poor status	3	3	5
Lack of intellectual stimulus	3	3	2
Unpleasant working conditions	3	3	3
Many petty chores	2	2	2
Little contact with colleagues	2	*	4
Don't know	6	7	3
Base Total	368	237	131

* less than 0.5 per cent.

Most respondents felt that the non-graduate teacher was particularly poorly paid compared with his potential earnings elsewhere. The following table shows the response to the question asking the sixth formers to compare the earnings of a teacher with earnings in other employment of comparable skill. All groups of teacher were thought to earn less than they could elsewhere but the position of the non-graduate teacher was believed to be appreciably worse than that of the graduate.

As shown in Part A above starting salaries of teachers actually compare reasonably well with starting salaries elsewhere but start to fall behind after a few years. In contrast, the sixth formers believed that the starting salaries in teaching compared worse with other professions than did salaries after 10 or 15 years' experience.

There was relatively little difference in the replies of boys and girls although slightly more girls than boys thought that the salaries after 10 or 15 years for graduates, both good honours and general degrees, compared favourably with salaries that would have been earned elsewhere.

Table 45. Comparison of Teachers' Salaries
Compared with Remuneration Each Group might have expected elsewhere
(percentage)

	Below Average	The Same	Above Average	Don't Know
Starting Salaries:				
Non-graduate	55	25	11	9
General degree trained	45	30	12	13
Good honours degree trained	41	28	19	12
Salaries after Five Years:				
Non-graduate	57	24	7	12
General degree trained	47	30	10	13
Good honours degree trained	38	32	16	14
Salaries after Ten Years:				
Non-graduate	53	27	8	12
General degree trained	39	36	10	15
Good honours degree trained	36	28	22	14
Salaries after Fifteen Years:				
Non-graduate	50	27	10	13
General degree trained	39	32	15	14
Good honours degree trained	35	26	25	14

Preferred Institutions for Teacher Training. The sixth formers were asked where they would like to study in order to become a teacher. The vast majority of boys, but not of girls, would like to study at a university - principally on the grounds that the qualifications they would receive would be better. The most usual reason for choosing a college of education was that it ran the best courses for primary school teaching. Very few chose a polytechnic, mainly because they knew little about the work of polytechnics.

Table 46[a]. Institution at which Informant would study to Become a Teacher

		Sex	
	Total	Male	Female
	(%)	(%)	(%)
University	68	81	43
Polytechnic	3	3	2
College of Education	25	11	52
Don't know	4	5	3
Base Total	368	237	131

Table 46.[b] Choice Between Polytechnic or College of Education

		Sex	
	Total	Male	Female
	(%)	(%)	(%)
Polytechnic	26	33	14
College of Education	60	49	78
Don't know	14	18	8
Base Total	368	237	131

The sixth formers were then asked where they would like to take a degree in education. Again the majority would prefer to study in a university principally because they thought that the qualification was better and would have wider acceptance but also because they thought that the university had higher social status and that the social life would be better.

Table 47. Institution at which Informants Would Prefer to Take a Degree in Education

	Total	Sex	
		Male	Female
	(%)	(%)	(%)
University	75	81	64
Polytechnic	2	2	1
College of Education	17	10	30
Don't know	6	7	5
Base total	368	237	131

Conclusions

Chapter 6 below discusses the relevance of remuneration of teachers to both recruitment and wastage from the profession. It is worth noting here, that teaching appeals, at present, mainly to girls. Partially this is due to the differing importance to girls and boys of certain attributes which both consider are intrinsic to teaching: more girls than boys would like to undertake socially valuable work. Also fewer boys than girls thought that a teacher's work was varied whilst both groups believed that this was an important attribute of a career.

However, both boys and girls considered that teaching was both creative, personally satisfying and that it offered security, all of which qualities score high in desirable attributes for a career. The implication must then be that good recruits are deterred at this stage, and particularly the boys, purely on grounds of remuneration: salary prospects were considered by most boys but by fewer girls as of importance in selection of a career, and all groups consider that teachers are badly paid.

Confirmation that salary is the principal consideration deterring boys is given from the fact that although only 25 per cent of the sample (10 per cent of the boys and 50 per cent of the girls) were now intending to enter teaching, a further 25 per cent (30 per cent of the boys and 18 per cent of the girls) had considered doing so in the past of whom 40 per cent had changed their minds on grounds of salary.

Recruitment to colleges of education will be especially affected by the poor career image of teaching as non-graduate teachers are thought to be worst placed compared with what they might have achieved elsewhere than their graduate colleagues. There is also a misconception amongst many students that a degree in education would be of higher standard and would have wider acceptance if taken at a university rather than at a college of education.

CHAPTER 5. THE WASTAGE OF YOUNG CAREER TEACHERS FROM THE PROFESSION

This chapter described 47 "in depth" interviews with young career male teachers aged 23 to 35. The survey was confined to male teachers for purposes of economy: it was thought that women teachers of this age would mainly be leaving for personal reasons and so less could be learned from interviews with them. It is normal for young people in their early twenties to change jobs or to find they are not suited for a particular career. The survey was therefore confined as far as possible to the age group 25 to 35 so as to exclude those who had only taught for a year or so. In the event only three of the teachers interviewed - one of 24, one of 36, and one of 37 - were outside the age group originally envisaged. Of the 47 interviewed, 35 (16 non-graduates and 19 graduates) had either left teaching during the past two years or were planning to leave in the immediate future. The remaining 12 were continuing at present within the profession.

Prior to the interviews two group discussions were held of young teachers and the opinions of these may also be used to substantiate the views of the serving teachers.

Each interview took the form of a half hour to an hour's discussion covering the following topics:

a. The reasons why the respondent had entered teaching;

b. His experience of teaching - his principal causes of satisfaction and his principal causes of dissatisfaction;

c. The principal reasons why he had decided to leave teaching;

d. The career he had decided to take up and why;

e. What he thought should be done to attract and to retain good teachers within the profession.

Interviews of those who were at present remaining within the profession followed the same pattern, except they obviously excluded topic c.

Principal Reasons Why Teachers Were Leaving Teaching

The following table shows the main reasons why teachers were leaving the profession:

Table 49. Principal Reasons why Teachers were Leaving the Profession

	Graduates		Non-Graduates	
	A Sole	B Partial	A Sole	B Partial
1. Unsatisfactory salary as well as unsatisfactory prospects	2	1	5	2
2. Unsatisfactory career and/or salary prospects	2	2	1	5
3. Dissatisfaction with teaching conditions (impersonal atmosphere, petty restrictions, examination syllabus, etc.)	4	5	1	7
4. Personal reasons (dissatisfaction with teaching role, unsuited for teaching, desire for change, etc.)	6	8	1	-
Total leaving	19		16	
Total non-leavers	8		4	

The numbers involved in the survey are too small for any statistical significance to be drawn from the reasons for leaving. It is remarkable, however, that many more non-graduates than graduates were leaving partially because of dissatisfaction with salary or salary prospects; 13 of the 15 non-graduates interviewed were leaving partially for financial reasons. Dissatisfaction with some aspect of teaching conditions was another important factor in the decision to leave the profession - although this was usually not the sole cause of the resignation of a teacher. Personal reasons or dissatisfaction with the teaching role itself were important only for graduates.

For purposes of convenience the 35 case studies outlined below are included under whichever of the three major causes of wastage (financial or career prospects; teaching situation; or personal consideration) seems the most appropriate.

Teachers Leaving Principally for Financial Reasons. This section includes the case studies of six non-graduates and four graduates who were leaving solely for financial reasons and one non-graduate and one graduate who were leaving principally for financial reasons.

Case number 6 was a non-graduate mature entrant to teaching who had previously been a trainee mechanical engineer. He was 28 and had taught juniors in a London suburban primary school for three years. With his grade I posting and London weighting he was earning around £1,400. He had entered teaching because he enjoyed children and was leaving teaching only because he was getting married and felt he would be unable to manage on his salary. "I enjoy teaching very much but it just comes back to simple money ...... I can see what my salary is going to be in six years' time and we just couldn't cope with the mortgage".

He was therefore entering a computer firm as a trainee lecturer in computer techniques. The starting salary was £1,500 but with prospects of considerably more in a few years' time. Along with most of the other non-graduates interviewed he was as concerned about his medium term prospects as his immediate remuneration. "There isn't enough scope. Even if you are good, and I reckon I am good, you just have to wait around; (promotion) is too slow".

Case number 2 was a non-graduate teacher who had taught P.E. for 8 years in a comprehensive school in a country town. He had a grade B head of department allowance. He had primarily entered teaching because of his interest in sport but found that he had derived great satisfaction both with working with children and with their progress. His sole reason for leaving had been financial, with a wife and two children he felt that they were suffering financially but did not get the compensation which he did in pleasure from his job. He felt that as a non-graduate in teaching it is extremely difficult to obtain a reward commensurate with ability. "I know that there are promotions and special responsibilities and so on, but the actual financial rewards from these various grades are really not very great. One could see the next man or woman receiving exactly the same money but knowing very well that he was not achieving the success or putting in the effort you were". He believed the solution would be to boost increments after a number of years. Although he had left teaching for financial reasons he was satisfied with his present post (as an insurance agent) and did not expect to re-enter teaching.

Case number 35, non-graduate teacher of biology with three years'teaching experience, was another example of an enthusiastic teacher leaving solely because of salary and salary prospects. He was earning £1,200 and teaching in a large comprehensive school. Although he had originally entered a college of education because he had failed to get into university he found, after only six weeks of study, that he enjoyed the teaching role, and this was later borne out by his experience of teaching. He found it "superb as a job, I thoroughly enjoy it, I get tremendous satisfaction from it. Certainly if you would ask me what job I would like to do I would say teaching - but as a career, no. I decided I wanted a career, a career in which I could support a family and wife". He put a great deal of work into extra curricular activities "most of my weekends and a lot of the evenings are spent with them simply because I enjoy doing it". He had originally thought that enthusiasm and interest he would show in a job was sufficient to enable him to make a career in teaching but found that, even with a grade I allowance, the remuneration was too low to be worthwhile.

Case number 17 was an assistant technical teacher of 25, married and with one child. He had taught for four years and with his scale I graded post was earning around £1,200. He had drifted into training college because he had found that the subjects he had taken for A level had not qualified him for university. He enjoyed classroom teaching but was probably not as dedicated to teaching as those mentioned above. His sole reason for leaving was low present salary and poor salary prospects; he felt that he could expect no reward for extra effort. Like other non-graduates he found considerable difficulty in obtaining a job and had eventually given in his notice without having obtained another post. Although he was adamant that salary was his reason for leaving he also acknowledged that he found that his work,teaching only metal work, lacked variety and this was also a cause of dissatisfaction.

Case number 45 was a non-graduate of 32 who had taught for 10 years. His last post had been as head of department, a post, however, which only attracted a grade A head of department allowance. He had entered teaching on being invalided out of the regular army. The principal satisfaction he had found was in bringing on backward children from deprived areas, and his principal cause of dissatisfaction was the lack of acknowledgement given to those who bore the responsibility and extra-curricular activities. He left in 1969 purely because of low salary and very poor prospects. His financial position had considerably improved: he and his wife had started a small business which was prospering.

Case number 41 was a non-graduate teacher of physics with 8 years'experience. He had gone into teaching mainly because of family pressures and when he left was the head of a science department, but with a post which only attracted a grade A allowance. Towards the end of his career in teaching he had found very little satisfaction in the job - unlike most other non-graduate leavers. His reason for leaving, however, was financial: he had reached the maximum that was open to him in the form of a career. He was now employed as a salesman and was considerably better off than as a teacher.

Two of the four graduate teachers leaving solely because of salary and salary prospects had heavy financial responsibilities. One, case number 9, was a good honours graduate in Spanish with a wife and four children. This teacher was not as interested in teaching as many of the others interviewed, although he quite liked the job. He had drifted into teaching because of the difficulties of obtaining a job in industry on returning after a spell abroad. He might have been prepared to move to a better job elsewhere (his present post attracted no responsibility allowances) but the "£100 or so he could expect from such a move would not have covered the costs involved."

The second teacher, case number 8, was earning £1,875 as head of the history department in a well known grammar school. He was aged 30, married and with three children. He had never considered anything except teaching and greatly enjoyed his job; his main satisfaction in it being the pleasure in bringing on intelligent children (he preferred sixth form work). He was leaving purely for financial reasons as the medium-term prospects were much better in educational administration. "I expect to earn a salary of £4,000 in ten years compared with say an addition of £400[1] in my present post".

Case number 7 was the sole teacher of economics in a grammar school. He was a mature entrant to the profession, having previously been in market research. He had enjoyed working with young people and seeing them develop and also enjoyed the opportunities for sport,although he thought that a school was too closed a community and that teaching might become routine. His sole reason for leaving was financial: he was getting married and decided that his prospects in teaching were too low compared with prospects elsewhere.

Case number 4, the only other graduate who was leaving purely on financial grounds was a good honours graduate of mathematics with five years' teaching experience. He had entered teaching mainly on the grounds of convenience, he wished to be able to work in the country. He enjoyed teaching the children and the nature of the work and was dissatisfied mainly with the administration and pay structure: there was no method whereby good teachers could be paid more whilst promotion normally involved less teaching. He was leaving to enter the Inland Revenue, purely on financial grounds. The recent pay dispute had made him aware of the poor financial rewards in teaching. The salary he would receive during his first 18 month training period would be less than his salary in teaching (£1,500 compared with £1,740) but there was relatively little difference when allowance had been made for the non-contributory pension scheme in the civil service and his prospects were very much better: he expected promotion to Inspector Higher grade with an eventual salary of over £3,000.[2]

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[1] See Chapter 2 above for a description of the remuneration of head of department.

[2] See Chapter 3 for remuneration in the Inland Revenue.

Two teachers, one graduate and one non-graduate, were leaving principally for financial reasons but partially for other reasons. Case number 3 was a general degree graduate. He had taught for four years but two of these years had been with VSO. He had entered teaching because he had wished to do something worthwhile and had resigned in January 1970 principally because of his dissatisfaction with career prospects and because he felt that there was no reward for outstanding teaching, but also because he had no support from the headmaster - especially in disciplinary problems. Although quite young he had found it difficult to obtain a post outside teaching and was now employed as a trainee systems analyst where he was earning approximately the same as in teaching but where career prospects were much better. He would like to return to teaching but would require more pay before envisaging doing so.

The non-graduate, case number 39, had a qualification in P. E. and mathematics, and had taught for 2 years. His Local Education Authority had refused to allow him leave of absence for one afternoon a week to improve his mathematics qualification (although the school was prepared to accept this and he was willing to stand the financial loss involved). His decision to leave came when he married and found that he was not earning sufficient to obtain a mortgage. Like other non-graduates this teacher was also concerned for his career prospects. He would like to return to teaching if he were able to study for a degree (since leaving teaching he had damaged a leg and would not be able to teach P.E.) but would need a considerably higher salary before he could envisage it: he pointed out that the average price of a three bedroomed small house in the vicinity of London was around £6,000 and that to obtain a maximum mortgage on such a property he would need to be earning around £2,000. (He was at present earning well over £2,000 in his job as a computer salesman).

Teachers Leaving Primarily Because of Dissatisfaction With the School Situation. This was a common contributory cause of effective teachers leaving the profession. It might take a number of forms. In large schools it was generally related to an impersonal atmosphere or to problems arising from differing and inconsistent standards of discipline in the school. The younger teachers were also frustrated by what they believed to be petty restrictions and too rigid or complacent attitudes of older staff. Very many teachers believed that they were teaching a too narrow and, in many cases irrelevant curriculum, and there was a particular dislike of O level syllabuses.

Almost all staff resented the very little recognition given to the few teachers who took on the bulk of extra-curricular activities and non-graduate teachers were especially concerned that prior academic qualifications rather than effectiveness in teaching were the most crucial factors in promotion; however some graduates (but by no means all) were satisfied with salary and career prospects. Consequently, in the case of non-graduates, limited career prospects and dissatisfaction with the school situation were often combined factors in the decision to leave, whilst it was more common for graduates to leave for a combination of personal factors and dissatisfaction with the school situation.

Examples included under this subsection below describe non-graduate leavers first.

Case number 1 was a non-graduate music teacher who was head of department of a large comprehensive. He was an enthusiastic teacher who had, in the past, enjoyed his job and who had always undertaken a great deal in the way of extra-curricular work. He had, however, originally entered teacher training college because he had failed to get into university and had been turned down for the RAF. His principal reason for leaving teaching was lack of personal contact and lack of enthusiasm for extra-curricular work in his present school compared with a much smaller secondary modern where he had previously taught. "During my week in the classroom I pick up around 480 pupils. You are just teaching a sea of faces. Now I find that the outside activities are falling off and that is due, not to the members of staff, but to the environment". It was difficult to obtain a post of similar grade elsewhere and with a wife and child he could not accept a cut in his salary. He had therefore resigned and had been accepted for training as a publican. With free accommodation and other fringe benefits he expected to be at least as well off as he had been in teaching.

Case number 20 was an assistant music teacher with three years' teaching experience. He had entered teaching mainly from convenience: the school was near his home but found that he really enjoyed teaching and that it was emotionally satisfying and very hard work. He was leaving because of role conflict - he disliked the traditional image of schoolmasters and was frustrated by petty restrictions and traditionalist attitudes - for example he was not allowed to teach pop music. He had not yet found a job.

Case number 27 was a non-graduate of 25. He had entered teaching because he had always been fond of children and actively wanted to enter the profession. He was a keen teacher and undertook a considerable number of extra-curricular activities. He was leaving partially because of salary and salary prospects but was also concerned by the lack of recognition of efforts. "I am never out of school before five or five thirty at night but no-one ever recognises that". However he also wanted a change to see whether teaching was indeed the career for him.

Case number 28 was a non-graduate woodwork teacher. He had entered a college of education when he had failed in an application for quantity surveying. He was leaving because of the general disciplinary problems in the school."I used to enjoy teaching but I think .... is not the school for me. Some of the children are badly disciplined. There is a wide discrepancy in the systems of discipline throughout the school". He was also concerned with salary prospects. "Money means quite a lot to me, even although I am not badly paid teaching as I do two or three evening classes a week ... but I could see myself earning only £1,300-£1,400 per annum when I was 30. As far as head of department is concerned I don't think I stand much of a chance except in a very small school".

Case number 30 was a non-graduate P.E. teacher. He was a mature entrant who had entered teaching because he enjoyed children and thought it would be a worthwhile and varied job. He found it much more routine than he expected. He was disillusioned with the system and petty restrictions of teaching and thought that there was far too little social work done for the children. He was leaving because of poor pay and prospects and frustration with the system. He had not yet found a job but hoped to take a position as a salesman.

Case number 14 was a good honours graduate with four years' teaching experience (two of them abroad). He had now resigned to take a course in social work which he thought would be of greater social value. His principal satisfaction in teaching had been in the contact with the pupils but he was disenchanted with his subject (chemistry) and with the monotonous and sometimes irrelevant O level course. He also disliked the closed society and petty restrictions of teaching. Although not at all influenced by financial considerations he pointed out that the career prospects in social work were better and that the highest administrative posts in social work in Local Authorities were paid on a par with other senior posts. Promotion also, unlike teaching, depends in social work upon quality of work rather than on previous academic qualifications.

Case number 15 was a general degree mathematics graduate. He had been in a scale III post and his salary on leaving was £2,000. He had left teaching primarily because he disliked the idea of working in a comprehensive school and was afraid all schools in his area were to become comprehensive. He also felt that the work load in teaching was excessive. He had experienced considerable difficulty in obtaining a job and had finally taken nearly a 50 per cent cut in entering the Inland Revenue.

Case number 16 had a general degree in chemistry and had taught for three years. He had entered teaching out of idealism (he wished to do something worthwhile with his life) and because he was interested in chemistry itself. His main cause of satisfaction had been the contact with those children who were interested, and his principal dissatisfaction had been the length of hours, the discipline problems, the irrelevance of the syllabus and the problems with the headmaster. "To teach a subject such as chemistry does put an extra strain on you. You do not have the kids sitting down - accidents do happen". He was leaving partly because of the discipline problems and partly because he was concerned as to the long term salary prospects - especially when his wife stopped working. He believed that the standard of entry into the profession was far too low. He had entered the factory inspectorate, a job which he also considers of social value.

Case number 19 was a good honours graduate in geography, with three years' teaching experience. He had entered teaching because of parental encouragement and because he had enjoyed teaching the younger children at school. He liked the sports and quite enjoyed the job of teaching. But he disliked the pettiness of the staffroom and rigid curriculum. He was leaving for a combination of reasons: the petty restrictions, the poor salary and prospects and the low status of teaching. He hoped to enter retail management but had not yet found a job.

Case number 32 had a general degree in politics and history and fours years' teaching experience. He had drifted into teaching but had also thought it would be useful and of service. Although he liked the contact with children and thought that the prospects for a graduate were reasonable he felt that there was too much emphasis on qualifications of teachers rather than on quality of teaching. He was leaving partly because he wanted greater contact with the problems faced by the children (he was going into social work), partly because of the stultifying atmosphere in teaching and the frustration in being unable to change the situation. To improve the situation in schools he would like to see the disappearance of O and A levels and also felt that all teachers should get a graduate salary and that there should be greater contact between home and school.

Case number 42 was a non-graduate teacher who had entered teaching as a mature student for vocational reasons (he was an evangelical Christian). He enjoyed teaching as a job but had left because of conflict within the school as to the purpose and methods of education. He also felt that the employing authority was little concerned with the problems faced by teachers. He was not influenced by salary considerations.

Case number 43 was a non-graduate mathematics teacher with a grade 1 allowance who was enthusiastic about his job and who had been prepared to spend a great deal of his time thinking out imaginative projects (his class had kept a bee hive and used mathematical techniques to study the activities of the bees). He left mostly because of politics within the school but was frustrated by the lack of recognition of quality of teaching. He was not primarily concerned with salary but resented the fact that mediocre graduates were promoted purely on grounds of their qualifications. He also thought that salaries of career teachers were too low and that the standards of entry into the profession should be raised.

Case number 46 was a non-graduate who had entered teaching after a short period in the army. He had had nine years'teaching experience. Although he enjoyed teaching as such, he found that he was invariably standing in for someone else and he was not able to undertake the remedial work needed for the slower children. He also thought that the curriculum was too narrow and too examination ridden. He believed that he would have more authority to change undesirable aspects of teaching if he had a degree and might return to teaching when he had completed his present degree course in sociology. He was not influenced by salary considerations.

Teachers Leaving Primarily for Personal Reasons. Nearly half the graduates interviewed but only one of the non-graduates were leaving primarily for personal reasons. As can be seen below they included people taking up other posts which they saw as a natural progression of their career and those who wanted a change as well as those who found that they were personally unsuited to the teaching role.

Case number 44 was a non-graduate wood-work teacher with five years'teaching experience. He left teaching primarily to try out some other jobs rather than from a dislike of teaching as such.

Case number 5 was a good honours graduate in history with four years teaching experience. He had resigned to take up social work as his main interest was in people rather than in teaching. He had originally entered teaching because it seemed worthwhile and because he had no real knowledge of other opportunities. His main satisfaction had been the challenge of teaching the subject but he felt that education in the grammar school had been too dominated by examinations. Although he had taken a Dip Ed he felt that the course had not equipped him to teach non-academic children. Although not influenced by salary considerations at all (he was a bachelor) he believed that teaching was restricted by low salaries and that insufficient recognition was given to keen teachers.

Case number 13 was a good honours graduate who had resigned his post in a school to take up a position in a college of education which he saw as a natural progression of a career. He had always actively enjoyed teaching and had entered the profession from a strong desire to teach. He liked the teaching process but disliked the pressure of examinations and felt that teachers had little time to keep up with their subject.

Case number 21 was a general degree English graduate. He had taken up teaching partly because of parental encouragement. He enjoyed the day-to-day teaching but was frustrated by the traditional attitudes of senior staff and the limitations of the syllabus. He was leaving for personal reasons - he wanted to do journalism and to break the school-college-school chain.

Case number 22 was an assistant history teacher who had actively wanted to teach but was leaving because he felt personally unsuited to the job - he was taking a post as a research officer at a university instead.

Case number 23 was a good honours graduate in classics whose childhood ambition had been to teach. He had taught for four years but was now disillusioned by the subject and concerned by the lack of career prospects for classics teachers. He had taken a job in a large industrial company.

Case number 25 had a good honours degree in English and a graded post. He was leaving because he found the teaching too emotionally exacting and impinging too much on his family life. He also experienced some problems in dealing with difficult children. He had taken a job as an Inspector of taxes in the Inland Revenue as he found it difficult to get a job elsewhere.

Case number 36 was a chemistry school teacher with a good honours degree. He had entered teaching because he wanted to do something which was useful. He now found teaching monotonous - particularly preparation for examinations. He was also becoming uninterested in his subject. He was taking a job in educational administration.

Case number 34 was a good honours graduate in chemistry. He had drifted into teaching because he wished to stay on at university another year. He found the classroom situation rewarding but disliked teaching the O level syllabus. His principal cause of dissatisfaction was that promotion involves moving out of the classroom. He was only leaving teaching temporarily to spend a year in a firm studying modern chemistry and experimental techniques.

Case number 40 had a general degree in maths and geography. He found little enjoyment in teaching now and disliked the pettiness of the teaching profession and the growth of comprehensive schools and new methods of teaching mathematics. He had taken a job as a sound engineer.

Posts Taken by Teachers Leaving the Profession

The following table shows the jobs or further study taken by ex-teachers. Many of the ex-teachers found considerable difficulty in obtaining a post outside teaching, as teaching experience as such did not seem to be much valued by potential employers.

Consequently those who were leaving often took jobs which were easily obtainable rather than ones which they really wanted. For instance one of the graduates who took a post with the Inland Revenue had searched for a job for nearly a year before he found a post. Four of the non-graduates and three graduates had resigned without having found another job whilst a further four graduates had decided to stay on another term because of the difficulties they had experienced in obtaining a post.

Table 50. Posts Taken by Graduate and Non-Graduate Teachers Leaving the Profession

	Non-Graduate	Graduate
Inland Revenue	-	3
Course leading to social work	-	3
Sales work	4	-
Factory inspectorate	-	1
Administration job in industry or trainee - post manager	4	3
Research officer university	-	1
Trainee systems analyst	-	1
Lecturer in computer techniques	1	-
Lecturer in college of education	-	1
Educational administration	-	2
No job yet	4	3
Staying on only until they find suitable job	-	4
Accountant	1	-
Farmer	1	-

Analysis of the Attitudes of Non-Leavers on Aspects of Teaching Important for Wastage

In total 12 serving teachers, four non-graduate and eight graduate, were interviewed on their attitudes to teaching. In addition two preliminary group discussions were held of twelve teachers both graduate and non-graduate, most of whom were still in the profession.

These would appear to confirm that those aspects of teaching important for wastage also adversely affected serving teachers.

Dissatisfaction with Salary or Salary Prospects

This was the main cause of dissatisfaction amongst three of the four non-graduates and two of the eight graduates. A third graduate considered himself only not affected by this because he was a bachelor.

Case Number 18 was a technical non-graduate teacher with three years' experience. He had always wanted to teach and enjoyed his work very much. His principal cause of dissatisfaction was with salary and prospects; he thought that examinations should be more flexible and there should be more reward for effort and perhaps payment for extra-curricular activities.

Case Number 29. A non-graduate woodwork teacher of 34 found that the only possibility of a career was in pastoral work - he himself had taken a job as a house tutor. The change to comprehensive system had brought some transitional difficulties and a breakdown of discipline and cohesion within the school.

Case Number 31 was a non-graduate of 31, a head of the art department with a grade A head of department allowance. He had drifted into teaching because of limited career prospects for an artist but found teaching demanding, satisfying and stimulating and greatly enjoyed the contact with children. He felt that the salary was inadequate to maintain the standards expected of him and that qualifications rather than experience or ability to teach was the deciding factor in promotion.

Case number 26 was a graduate head of department in English with 12 years' experience. He enjoyed teaching as a job but felt that to get on he would have to leave the class room. "There is a clear job/career conflict. To do your job (teaching) is professional suicide".

Case number 38 was a graduate assistant history teacher who drifted into teaching, because he had failed to get into the civil service. He enjoyed the job but felt that the ceiling on the salary was too low and that there was not enough reward for effort.

Dissatisfaction with the School Situation

Those remaining within the teaching profession also commented adversely on all the main causes of dissatisfaction which had played a contributory role in the wastage of teachers namely: the irrelevance of certain syllabuses; the lack of responsibility given to individual teachers and the excessive power of the headmaster; the petty restrictions in teaching; the problems of discipline and the impossibility, in many instances, of confessing to these; and the lack of recognition given to outstanding teachers.

Those taking part in the group discussions of serving teachers believed that they had been given too little guidance in how to cope with difficult children who sometimes made up as much as 30 per cent of those they dealt with. In some instances they were reluctant to confess their difficulties to other staff, although they were fairly sure that their experiences were shared by other teachers too, as such difficulties were invariably interpreted as failure in teaching. Conditions might be improved if there were more contact between the school and homes, parents of difficult children never turned up to parent/teacher meetings and much good done during the day was undone by a disparaging remark from a parent in the evening.

The following describes the case studies of the individual teachers interviewed who were dissatisfied with the school situation:

Case Number 11 was head of the chemistry department in a comprehensive school. He was a man with exceptionally high academic qualifications who had decided to enter teaching rather than university or research work from a strong desire to teach. He was disillusioned about the regard which society had for teachers; his top salary in his present post of about £2,700 was very low compared with what he might have expected elsewhere. He would like to see more emphasis on project work for non-academic children, for whom the present school curriculum was not always suited. Although he was against old fashioned ideas of discipline he felt that schools were abandoning any external discipline and that this, in practice, meant that children did not attain the standard of work of which they were capable. He also found that the links between school and home were too tenuous - few parents turned up for the P/T meetings. Because of the lack of supporting staff he did not have time for the "in-service" training of young teachers which he would have liked to have undertaken and became in many ways an "overpaid technician". He eventually wanted to lecture in an institute of education to have more time for reflection and research work, to have a wider impact and also because the financial prospects were very much better.

Case Number 12 was a good honours graduate who taught French in a comprehensive. He had entered teaching after a period in the civil service because he felt the work was more valuable. He enjoyed his work but was concerned about the syllabus for French teaching - and salary compared with contemporaries of lower ability. He also was frustrated by the lack of responsibility in teaching and contrasts this with the time when he was handling projects worth £1 million or more.

Case Number 10 was a non-graduate teacher of PE in a comprehensive. He had been a mature entrant to teaching and had entered the profession from a desire to do something worthwhile. He had on occasion thought of leaving. His main dissatisfaction with teaching was the impersonal atmosphere in the school in which he worked and the disciplinary problems. His wife was working and he was not as concerned about financial prospects as the other non-graduates interviewed but he resented the fact that there was no recognition given to extra efforts.

Case number 33 was a good honours graduate in geography with three years experience. He drifted into teaching because he wished to do something worthwhile and knew little of other professions. He found that the work of teaching was not only interesting but becoming increasingly so and he was also satisfied with the salary prospects for a graduate. On the other hand the organisation of the school was intensely frustrating - especially the complete lack of responsibility and the complacency of the senior staff. He would like the curriculum to move away from subject disciplines.

Case number 37 had a good honours degree in biology. He enjoyed the variety of teaching but thought that examinations were too important and that teachers should have greater freedom in deciding what they teach. He was not concerned with salary prospects.

Conclusions

Of the 35 male teachers whose cases are described here only one of the sixteen non-graduates and nine of the 19 graduates were leaving for predominantly personal reasons, such as dislike of the teacher role or a simple desire to try a new career. The remainder were leaving because of dissatisfaction with salary or career prospects in teaching or with the conditions within the schools; many of these teachers enjoyed the actual day-to-day task of teaching.

The twelve serving teachers were also adversely affected by these factors and the teachers taking part in the two group interviews were concerned by conditions within the schools. This suggests that dissatisfaction with both salary and career prospects and conditions within the schools is widespread within teaching.

Employers in other professions usually do not consider teaching a valuable experience. Consequently those leaving often found it difficult to obtain other posts and it is probable that the present high wastage rates would have been even higher were it not for this difficulty in changing careers.

Poor Financial and Career Prospects. The principal causes of dissatisfaction under this heading were as follows:

1. Poor salary and salary prospects. This was by far the most important cause of wastage amongst the non-graduates. No attempt was possible within the scope of the enquiry to gauge the teaching ability of those leaving the profession but it was evident that amongst the group of non-graduate leavers were some most able and skilled teachers, who often enjoyed their work and were leaving only with reluctance.

2. Promotion unrelated to dedication or/and ability in the profession. It was commonly agreed that, unlike almost all other professions, promotion within the teaching profession is related mainly to previous academic qualifications rather than to the ability within the job. Non-graduates and graduates alike resented the fact that no recognition was given to those prepared to devote much of their spare time to school

activities. The poor career prospects of able and interested non-graduates must be attributable to this facet of teaching as a career.

3. Promotion within the profession involves taking on administrative responsibilities. There are very limited career prospects for both graduates and non-graduates within the classroom. But it is often only the interest in the teaching role which attracts able people to teaching.

Unsatisfactory School Conditions. About half the respondents were leaving wholly or partially because of dissatisfaction with conditions within the school. This group included both graduate and non-graduate teachers. The principal causes of dissatisfaction were:

1. Irrelevant and restricted syllabuses. The O level syllabuses were particularly criticised whilst the curriculum in some schools was also often thought unsuitable for the less able: the teachers would have liked more scope for interdisciplinary project work. Teacher believed that they were given too little responsibility in defining details of courses.

2. The petty restrictions of teaching and rigid attitudes of older staff who held the positions of responsibility.

3. Disciplinary problems with difficult children. The growth of more permissive attitudes sometimes caused considerable disciplinary problems. The teachers found little support in dealing with these problems and were often reluctant to confess to them as the common attitude of headmasters and others in authority was that such problems must always be attributable to poor teaching.

4. The teachers were often conscious of the lack of contact between school an home - mainly because the parents of the more difficult children did not attend any parent/teacher meetings. This gap contributed to the disciplinary problems mentioned above.

PART C - CONCLUSIONS

CHAPTER 6. CONCLUSIONS, THE REMUNERATION OF YOUNG TEACHERS AND OF STAFF IN COLLEGES OF EDUCATION AND THE EFFECT OF RECRUITMENT AND WASTAGE FROM THE PROFESSION

The analysis of remuneration of the teaching profession in part A above indicated that the salaries of young teachers with some years of experience were very low compared with professions of somewhat lower academic qualifications. The career prospects for non-graduate teachers were also extremely poor compared with those which would have been open to them elsewhere. The salaries of staff in colleges of education were not only much lower than those of the comparable groups in the public and private sectors but were low even compared with those of the more able of groups used primarily for the analysis of the remuneration of young graduate and non-graduate teachers.

Although the unattractiveness of teaching as a career and wastage from the profession are not entirely attributable to poor salaries and prospects this element plays an important role - especially in relation to enrolment in colleges of education and wastage amongst able non-graduate teachers.

The findings of survey A, described in Chapter 4 above, suggest that teaching possesses most of the attributes of a career attractive to sixth formers (both boys and girls). But,although the sixth-formers thought teaching personally satisfying and creative and offering secure employment, all of which were considered important facets in a career, only 10 per cent of the boys as opposed to 51 per cent of the girls were thinking of entering the profession.

It is probable that slightly fewer boys than girls would be attracted to teaching because work of social value, an acknowledged characteristic of teaching, was considered a more important career attribute amongst girls than boys. But by far the more important reason why boys were not attracted to teaching was the poor salary image of the profession. Teaching was thought by the majority of the boys to pay low salaries and this was considered the single most important reason why good recruits were deterred from entering the profession, whilst the majority of boys themselves considered salary of major importance in selection of a career. Confirmation that the poor salary image deters recruits was obtained from the fact that a further 30 per cent of boys had previously considered teaching as a career of whom about half had rejected it because of the poor remuneration. The poor career image of teaching is likely to especially affect recruitment to colleges of education as non-graduate teachers were thought to be particularly poorly paid in relation to what they might have expected elsewhere whilst there seemed to be some misconceptions about the standards of BEd degrees compared with similar degrees in universities.

The case studies of wastage of men aged 25-35 from the profession (survey B, Chapter 5 above) indicated that salary considerations and limited career prospects were an important, although by no means the only, cause of wastage from the profession. Poor salaries and career prospects were the single most important factor in wastage of non-graduates (a group which contained some most able teachers). Both graduates and non-graduates alike believed, and resented, the fact that promotion within the profession depended upon prior academic qualifications rather than on skill and devotion to teaching. Both groups felt that no recognition was given to those prepared to spend much of their time arranging extra-curricular activities, although the life of the school depended upon such people. They both believed that promotion within teaching involved taking administrative posts, although it was often the satisfaction with the teaching role which attracted able people to the profession.

Other major causes of dissatisfaction, especially amongst graduates, were unsatisfactory conditions within the schools. The most important of these were thought to be; narrow or irrelevant syllabuses; petty restrictions and excessive power of headmasters; and lack of support with disciplinary problems.

APPENDIX. COVERAGE OF SURVEYS

Sixth formers in 21 schools (12 grammar and 9 comprehensive) in six different areas of the country were interviewed on their attitudes to teaching as a profession; 208 sixth formers (130 boys and 78 girls) were interviewed personally and a further 160 (107 boys and 53 girls) completed postal questionnaires. The areas were chosen to be as representative as possible. Four were in England (two rural and two urban), one was an urban area in Wales and two were large towns in Scotland. The schools varied in size from 400-1,500 pupils.

For survey B letters were sent to 500 schools throughout Britain known to be advertising for staff. In addition personal letters were written to 40 LEAs asking for their cooperation and 50 letters were sent to teachers known by the E.I.U. to be leaving the profession asking for their cooperation if they were within the age groups specified.

Each interview took the form of a half hour to an hour's discussion covering the following topics:

a. The reasons why the respondent had entered teaching;

b. His experience of teaching - his principal causes of satisfaction and his principal causes of dissatisfaction;

c. The principal reasons why he had decided to leave teaching;

d. The career he had decided to take up and why;

e. What he thought should be done to attract and to retain good teachers within the profession.

APPENDIX. SIXTH FORM QUESTIONNAIRE

Attitudes of Sixth Formers to Teaching as a Career

Q.1 a. Do you plan to continue your education after obtaining A levels?

Yes ☐ No ☐

b. If so in what sort of institution do you expect to study?

University ☐ Polytechnic ☐

College of Education ☐ Other (State) ....

c. What attributes do you personally consider most important to you in a career?[1]

....

....

Q.2 What kind of importance do you attribute to the following aspects of a career?

		Important	Neutral	Unimportant
a.	varied work	☐	☐	☐
b.	opportunity to increase knowledge of subject	☐	☐	☐
c.	probability of high level of responsibility	☐	☐	☐
d.	high salary	☐	☐	☐
e.	working on own rather than in a team	☐	☐	☐
f.	secure employment	☐	☐	☐
g.	congenial colleagues	☐	☐	☐
h.	socially valuable work	☐	☐	☐
i.	working as a team	☐	☐	☐
j.	possibility of organising the work of others	☐	☐	☐
k.	opportunity for travel	☐	☐	☐
l.	possibility of research into subjects	☐	☐	☐

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[1] Question asked only of those interviewed personally.

Q. 3 Which four of these occupations do you think has the highest social status? (rank in order of importance from 1 to 4)

Doctor ....

Personnel Manager ....

Teacher ....

Welfare Officer ....

Accountant ....

Sales Manager ....

Advertising Executive ....

Lawyer ....

Q. 4 Have you any idea of the type of career you would like to undertake? If so, what type of career?

....

....

....

Q. 5 a. If you were planning to teach and were offered a place in a university, polytechnic or college of education which would you choose and why?

Institution		Reason
University	☐	....
Polytechnic	☐	....
College of Education	☐	....

b. If offered a choice of a polytechnic or college of education which would you choose and why?

Institution		Reason
Polytechnic	☐	....
College of Education	☐	....

c. If you were specifically to take a degree in Education would you prefer to study in a university, in a college of education or in a polytechnic and why?

Institution		Reason
University	☐	....
Polytechnic	☐	....
College of Education	☐	....

Q. 6 The following are a number of favourable comments people make about teaching as a career, which do you consider are true and which do you consider are the three attributes likely to attract recruits? (Rank in order of importance)

	Agree	Disagree	Rank 1st, 2nd and 3rd in order of importance
No rat race	☐	☐	....
Challenging opportunity to influence other people's development	☐	☐	....
High social status	☐	☐	....
Plenty of friendly contact with colleagues	☐	☐	....
Pleasant working conditions	☐	☐	....
Creative work	☐	☐	....
Pay reasonably good compared with other professions	☐	☐	....
Freedom in work	☐	☐	....
Secure employment	☐	☐	....
Few petty chores	☐	☐	....
Varied work	☐	☐	....
Socially valuable work	☐	☐	....
Personally satisfying work	☐	☐	....
Good working hours (short hours of work, long holidays)	☐	☐	....

Q. 7 The following are a number of unfavourable comments on teaching as a career. Which do you consider true? Which three are most likely to deter good recruits to the profession? (Rank in order of importance)

Few rewards or acknowledgement for outstanding work	☐	☐	....
Repetitive work	☐	☐	....
Disciplinary problems with difficult children	☐	☐	....
Poor status	☐	☐	....

/Q. 7 continued overleaf . . .

Q.7 Continued . . .

	Agree	Disagree	Rank 1st, 2nd and 3rd in order of importance
Poor pay	☐	☐	....
Little contact with colleagues	☐	☐	....
Lack of intellectual stimulus	☐	☐	....
Many petty chores	☐	☐	....
Unpleasant working conditions	☐	☐	....
Very arduous working hours (long hours of preparation, exhausting work, having to prepare material in holidays)	☐	☐	....

Q.8 How much do you think a teacher earns (a) on starting work, (b) after five years, (c) after 10 years, (d) after 15 years, and how does this compare with earnings in other employment of comparable skill?

Teacher - 3-Year College of Education Trained

		Salary Per Annum (£)	Comparison with Comparable Work		
			More	Less	The Same
a.	Starting	....	.....	.....	....
b.	After 5 years	....	.....	.....	....
c.	After 10 years	....	.....	.....	....
d.	After 15 years	....	.....	.....	....

Teacher - B. Ed. or General Degree Trained

a.	Starting	....	.....	.....	....
b.	After 5 years	....	.....	.....	....
c.	After 10 years	....	.....	.....	....
d.	After 15 years	....	.....	.....	....

Teacher - Good Honours Degree Trained

a.	Starting	....	.....	.....	....
b.	After 5 years	....	.....	.....	....
c.	After 10 years	....	.....	.....	....
d.	After 15 years	....	.....	.....	....

Q. 9 Can you rank your impression of these attributes of teaching as a career.
(1 = most favourable; 7 = most unfavourable)

Favourable		Unfavourable
Personally rewarding	1 2 3 4 5 6 7	Personally frustrating
Possibility of increasing knowledge of subject	1 2 3 4 5 6 7	No possibility of increasing knowledge of subject
Challenging opportunity to influence child's development	1 2 3 4 5 6 7	Not generally possible to influence child's development
Usually no major disciplinary problems	1 2 3 4 5 6 7	Disciplinary problems especially with lower forms
Plenty of friendly contact with colleagues	1 2 3 4 5 6 7	Little contact with colleagues and therefore loneliness
Possibility of passing on knowledge of subject	1 2 3 4 5 6 7	Indifference of children to subject
Generally pleasant working conditions	1 2 3 4 5 6 7	Generally unpleasant working conditions
Few petty chores	1 2 3 4 5 6 7	Many petty chores
Varied work	1 2 3 4 5 6 7	Repetitive work
Scope for teaching own interests	1 2 3 4 5 6 7	Restricted by syllabus
Good working hours (long holidays and short school day)	1 2 3 4 5 6 7	Long hours of work (exhausting work, much preparation time, having to work in holidays)
Pay good compared with other professions	1 2 3 4 5 6 7	Pay very poor compared with other professions
High social status	1 2 3 4 5 6 7	Low social status

Q.10 If Teaching not mentioned at Q.4

Have you ever seriously considered teaching?

Yes ☐ No ☐

If 'Yes'

a. Why are you not planning to teach now?

....

....

CLASSIFICATION DETAILS

Name: ....

School: ....

Male ☐ Female ☐

Age ☐ Years ☐ Months

Grammar School ☐

Comprehensive School ☐

Independent ☐

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